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Graduate Council Minutes - November 30, 2017

Graduate Council

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THE UNIVERSITY OF TENNESSEE

November 30, 2017 Minutes

Members present: Morrow, J. (Chair), Abedi, R., Alshibli, K., Aydeniz, M. (Chair Elect), Bedford, S. (GSS President), Boder, E., Bonom, J., Ekici, K., Fleming-May, R., Fuller, R., Gregor, J., Jackson, R., Latham, J., Marshall, S., McConville, B., Mee, R., Meschke, L., Mohsin, M., Patterson, D., Sachs, A., Seddighi, R., Stehle, M., Wang, H.

Ex-Officio members present: Albrecht, M., Fairbrother, J., Moore, T., Moyer, D., Palenchar, M., Roman, M. (Past Chair), Sullivan, M., Thompson, D., Cox, C., Lyons, B., (Faculty Senate President)

The Graduate Council meeting was called to order by Chair, Jennifer Morrow on Thursday, November 30, 2017, at 3:00 p.m. in the Friesen Black Cultural Center, Multipurpose Room.

1. Minutes of the Preceding Meeting

The Minutes of the October 26, 2017, meeting were approved by the Graduate Council.

2. Committee Reports**Academic Policy Committee (Maria Stehle, Chair)**

APC Report from the November 16, 2017 meeting **(Attachment 1)**

► Proposal to APC: revise policy for Final Examination for Non-Thesis Students**Comprehensive Examination for Non-Thesis Students**

Academic units that have a non-thesis master's program option determine whether or not a comprehensive examination is required. The comprehensive examination is typically a measure of the student's ability to integrate material in the major and related fields. Academic units determine the appropriate venue for the comprehensive examination. The comprehensive examination should be scheduled through the academic unit at least two weeks prior to the examination. The results of the comprehensive exam (Pass/Fail form with original signatures) must be submitted to the Graduate School by the deadline date indicated on the graduate Student Deadlines Dates. In case of failure, the candidate may not apply for reexamination until the following semester. The result of the second examination is final.

Current catalog language for: Final Examination for Non-Thesis students:

Final Examination for Non-Thesis Students

Each non-thesis student must pass a final comprehensive written examination. A department may require an additional oral examination. The comprehensive examination is not merely a test over course work, but a measure of the student's ability to integrate material in the major and related fields. Except with prior approval from the Dean of the Graduate School, the comprehensive examination must be given in university-approved facilities. The comprehensive examination should be scheduled through the academic department at least two weeks prior to the examination. The results of the comprehensive examination (Pass/Fail form with original signatures) must be submitted to the Graduate School by the deadline date indicated on the Graduate Student Deadline Dates. In case of failure, the candidate may not apply for reexamination until the following semester. The result of the second examination is final.

Vote: APC voted and unanimously approved the proposal to revise the policy for the non-thesis comprehensive examination language. The proposal is moving forward with recommendation for approval to the Graduate Council.

Graduate Catalog revisions: With the policy effective fall 2018 – for the departments to make their program changes, this can be an editorial change for clarification in the Graduate Catalog. We will work through the Directors of Graduate Studies and the Graduate Associate Deans to make the edits to the appropriate programs.

The Graduate Council unanimously approved the revised policy for the Final Examination Non-Thesis Students.

- **Proposal: Revise policy to allow graduate students to repeat a course for the purpose of raising a grade.**

Current policy:

- No graduate student may repeat a course for the purpose of raising a grade already received.

Proposal: to remove current policy and replace with the following new policy:

Repeating Courses

A graduate student may repeat up to two courses in which they earned a grade of D or F.

- Each course may only be repeated once.
- The original and repeat grades will be included in the calculation of the cumulative grade point average (GPA).
- Credit hours will only be counted once towards meeting degree/program requirements.

Programs may prohibit students from repeating courses.

Approval Process: Graduate students will submit petition to the Graduate School after receiving approval from the Director of Graduate Studies.

Rationale: Practices at many peer institutions allow graduate student to repeat a course with various restrictions at these institutions (handout). By allowing a student to have the option to repeat a course, allows the student to master the material and have their academic transcript reflect the original grade and the repeated course grade.

After questions and discussion, **APC is moving this proposal forward to Graduate Council as a discussion item to receive feedback.** After discussion and feedback from Graduate Council, APC will review the proposal again.

Discussion:

1. Is Banner set up to allow graduate students to repeat courses?
2. Does repeating a course affect the student's federal financial aid?
3. Should graduate students only be allowed to repeat the required program courses?
4. Maybe only certain specialized graduate courses should be approved to repeat. Not all units may approve to have their courses repeated.
5. Ask Vet Med and Law how this affects their policy and grades.

Law: The Law School will probably want a disclaimer that the Law School uses numerical grading and to see their Student Handbook. The Law School will probably not participate.

Veterinary Medicine: clarification will also be needed.

After discussion, Graduate Council is not opposed to the policy change. The proposal will go back to APC for further discussion and will be brought back to Graduate Council when a proposal is approved by APC.

The Graduate Council unanimously approved the APC Report.

Appeals Committee (Mehmet Aydeniz, Chair)

We had no appeals to review. The committee continues to work to clarify the language of the Graduate Council Appeal Procedure. Before we bring the next revisions to Graduate Council, we will have various other offices review the language for accuracy and compliance (i.e., Office of Student Conduct and Community Standards, General Councils Office, and OED).

Credentials Report (Jens Gregor reporting for Amy Broemmel, Chair) (Attachment 2)

Two applications were submitted for review for the November 16 meeting. The committee reviewed the applications and:

- Both were approved for doctoral directive status by the committee.

The Credentials Committee and APC are working together to create a document that will provide a new process for credentialing faculty to serve on PhD committees. We hope to have the new approval process submitted to Graduate Council in the spring.

The Graduate Council unanimously approved the Credentials Committee Report.**Curriculum Report (Robert Fuller, Chair) (Attachment 3)**

Robert summarized the proposals of the November 2nd meeting and recommended to the Graduate Council the Committee's Report for approval.

- We reviewed curriculum proposals from the College of Education, Health, and Human Sciences and from the College of Veterinary Medicine.
- The committee also reviewed the Courses Not Taught in 4 or More Years Report.
Appeal: A faculty member from the College of Arts and Sciences, Department of Modern Foreign Languages and Literatures presented an appeal to Graduate Council to retain course FREN 550 that the Curriculum Committee had voted to drop from the Courses Not Taught in 4 or More Years Report. With a justification and a plan to teach the course in fall 2019, the Graduate Council approved retaining the course. The Courses Not Taught in 4 or More Years Report will be modified to retain course FREN 550. **Graduate Council approved the friendly amendment as presented.**

The Graduate Council unanimously approved the Curriculum Committee Report.**Student Faculty Research Awards Committee (Dixie Thompson)**

- For the fall 2017 Student/Faculty Research Awards, we received 45 applications and funded 14 for a total of \$54,211.00.
- I asked for and received some carry-over money for the purpose of funding additional awards. I used the Dean's discretion to fund an additional 5 applications totaling \$19,715.00.
- The spring 2018 applications are due February 7, 2018. And, the announcement of those funded will come by the end of February.

3. Administrative Reports and Announcements:**Deans Update: (Dixie Thompson)**

- Please mark your calendar for our Graduate Hooding Ceremony on December 14, at 4:30 in Thompson Boling Arena.
- I want to remind you that a call for proposals for student recruitment funds was sent out a couple of months ago. I have some money where departments can submit proposals to use for student recruitment. As of today, I have only received one proposal. Encourage your departments to take advantage of these funds.

- The call for nominations for Fellowships was circulated. If you have questions, please send me an email.
- The Academic Standing Report will be run on December 19. This is when we see GPA's to show who is in good standing, who is on probation, or who should be dismissed. We want to notify any student(s) that is to be dismissed before the spring term begins. If your department has any student on the list, we will notify you on December 20 and will need a reply by December 21.
- New for fall 2017 – report to show “I” grades. We now have a report we can generate that shows all graduate students with a grade of Incomplete on their record. From this report, we were able to communicate and alert all graduate students that they had a grade of I on their record from fall 2016 and that the “I” grade would change to an F on December 19.
- The Graduate Associate Deans have been working on the 3MT Competitions. They will announce at the beginning of the year when those competitions will happen. The process will be the same as last year. The finals will again be the week of the Graduate and Professional Student Appreciation Week.
- At the last Graduate Associate Deans meeting we previewed the Graduate Blueprint. For the first time a repository of graduate and professional student data will be available for departments to access. Information about admissions and enrollment. This is great tool that will help us make strategic decisions about our graduate programs. We hope the first two modules will be available early 2018 with continuous rollout of additional modules throughout 2018. There are five modules. We are staging out the modules. The last module, which will not be available for about a year and a half, will be outcome data / success data (where the student landed).

Faculty Senate President (Beauvais Lyons)

I want to communicate to the Graduate Council that the Budget and Planning Committee, a subcommittee of the Faculty Senate, is looking at the graduate stipend levels. Larry McKay contacted Jennifer Morrow about this and Dean Thompson was also notified. It may be a good idea to have someone from Graduate Council to be a liaison to that effort. I know this is an area of concern for many departments. We will be looking at peer institutions from a budget and planning perspective. I wanted to bring this to your attention and make sure that you were aware of it.

I want to extend a thank you to Dean Thompson and Provost Zomchick for their communication to the campus community concerning the tax reform bill. I know graduate students from other institutions have also contacted their representatives with their concern for higher education.

Graduate Student Senate (Sergio Bedford, GSS President)

- Tax Reform Bill: about 2,000 students on our campus will be impacted by the Tax Reform Bill. We have been diligent on trying to stop this bill with the following actions:
 1. We had a postcard writing session where we met and sent out about 250 postcards to congressional representatives.
 2. Last week we had about 150 students to meet and from a website link we completed a form letter that was sent to our area congressman.
 3. Last week and this week, I have been working with graduate student associations from across the state of Tennessee to send letters.
- Travel Awards. We received about 220 Travel Award Applications for spring. We will begin reviewing the applications tomorrow to make decisions for the spring awards. The decisions will be sent out next week.
- The Graduate and Professional Student Appreciation week is the first week of April.

Graduate Council Chair (Jennifer Morrow)

- I received results from our online software survey. They announced they will not be renewing the contract with Qualtrics. But, will go with Survey Gizmo. The contract with Qualtrics ends at the end of April 2018. No decisions have been training or for when or how the migration of information will take place. For faculty or departments wishing to keep Qualtrics, no decisions have been made as to how that will take place. I will update you as I receive more information.
- The next Graduate Council meeting is February 8, 2018.

- Today is our last Faculty Pub at the Visitor's Center and goes from now until 7:00 p.m.

Dean Dixie Thompson expressed her appreciation to the Graduate Council for the work accomplished this fall.

With no further business, the meeting adjourned at 4:00 p.m.

Respectfully submitted,

Catherine Cox
Graduate Council Liaison

ATTACHMENT 1
MINUTES OF ACADEMIC POLICY COMMITTEE MEETING
Thursday, November 16, 2017, 2:00 P.M.
111 Student Services Building

Committee members: Maria Stehle (Chair), Eric Boder, Julie Bonom, Lars Dzikus, Dave Bemis (proxy for Reza Seddighi), Jamie Greig (GSS Vice President).

Other attendees: Mary Albrecht, Mehmet Aydeniz, John Stier (CASNR), Dixie Thompson, and Catherine Cox

Maria Stehle called the meeting to order at 2:00 p.m.

1. Proposal to APC: revise catalog text for Final Examination for Non-Thesis Students

Comprehensive Examination for Non-Thesis Students

Academic units that have a non-thesis master's program option determine whether or not a comprehensive examination is required. The comprehensive examination is typically a measure of the student's ability to integrate material in the major and related fields. Academic units determine the appropriate venue for the comprehensive examination. The comprehensive examination should be scheduled through the academic unit at least two weeks prior to the examination. The results of the comprehensive exam (Pass/Fail form with original signatures) must be submitted to the Graduate School by the deadline date indicated on the graduate Student Deadlines Dates. In case of failure, the candidate may not apply for reexamination until the following semester. The result of the second examination is final.

Current catalog language for: Final Examination for Non-Thesis students:

Final Examination for Non-Thesis Students

Each non-thesis student must pass a final comprehensive written examination. A department may require an additional oral examination. The comprehensive examination is not merely a test over course work, but a measure of the student's ability to integrate material in the major and related fields. Except with prior approval from the Dean of the Graduate School, the comprehensive examination must be given in university-approved facilities. The comprehensive examination should be scheduled through the academic department at least two weeks prior to the examination. The results of the comprehensive examination (Pass/Fail form with original signatures) must be submitted to the Graduate School by the deadline date indicated on the Graduate Student Deadline Dates. In case of failure, the candidate may not apply for reexamination until the following semester. The result of the second examination is final.

After edits and discussion, APC voted and unanimously approved the proposal to revise the catalog language for final examination for non-thesis students. The proposal is moving forward with recommendation for approval to the Graduate Council.

Important Note: Every master's program with a non-thesis option will need to review their program requirements and determine whether they will require the comprehensive examination or not. The program requirements listed in the Graduate Catalog must indicate if the comprehensive examination is required. Every department that does not specifically indicate they require a comprehensive examination will not require one.

2. Proposal to APC: Revise current policy to allow graduate students to repeat a course for the purpose of raising a grade.

Current policy catalog language (text from under heading: Grades, Credit Hours, and Grade Point Average)

- No graduate student may repeat a course for the purpose of raising a grade already received.

Revise current catalog text: to remove current policy and replace with the following:**Repeating Courses**

A graduate student may repeat up to two courses in which they earned a grade of D or F.

- Each course may only be repeated once.
- The original and repeat grades will be included in the calculation of the cumulative grade point average (GPA).
- Credit hours will only be counted once towards meeting degree/program requirements.

Programs may prohibit students from repeating courses.

Approval Process: Graduate students will submit petition to the Graduate School after receiving approval from the Director of Graduate Studies.

Rationale: Practices at many peer institutions allow graduate student to repeat a course with various restrictions at these institutions (handout). By allowing a student to have the option to repeat a course, allows the student to master the material and have their academic transcript reflect the original grade and the repeated course grade.

Discussion:

6. Is Banner set up to allow graduate students to repeat courses?
7. Does repeating a course affect the student's federal financial aid?
8. Should graduate students only be allowed to repeat the required program courses?
9. Maybe only certain specialized graduate courses should be approved to repeat. Not all units may approve to have their courses repeated.
10. Ask Vet Med and Law how this affects their policy and grades.

After questions and discussion, APC is moving this proposal forward to Graduate Council as a discussion item to receive feedback. After discussion and feedback from Graduate Council, APC will review the proposal again.

3. Maria Stehle: I will have an update next month on the bachelors/masters accelerated programs.
4. APC received a first draft of a document concerning guidelines for the credentialing process.

The meeting adjourned at 3:40.

Respectfully submitted,

Catherine Cox
Graduate Council Liaison

ATTACHMENT 2
CREDENTIALS COMMITTEE REPORT
November 16, 2017
111 Student Services Building

Present: Amy Broemmel (chair), Chad Black, Jim Larson, Reza Abedi, Nuria Cruz-Camara, Jens Gregor, and Mohammad Mohsin. Dixie Thompson attended in a non-voting role.

Two applications were submitted for review. The committee reviewed the applications and:

- ◆ Both were discussed and approved for doctoral directive status by the committee.

The following faculty members were recommended for approval to direct dissertations as follows:

Employee Name	Title	Current Department	Approval
Initial Approval of Tenure Track Faculty without Tenure (Probationary)			
Cho, Moonhee	Assistant Professor	Advertising and Public Relations	Until Tenure
Cunningham, Lauren	Assistant Professor	Accounting and Information Management	Until Tenure

ATTACHMENT 3**GRADUATE CURRICULUM COMMITTEE MEETING REPORT
405 Student Services Building
Thursday, November 2, 2017**

Members present: Robert Fuller (Chair), Sergio Bedford (GSS President), David Bemis, Kivanc Ekici, Rachel Fleming-May, Jacob Latham, Sibyl Marshall, Laurie Meschke, Ragan Schriver

Also in attendance: Mary Albrecht, Jeffrey Fairbrother (College of Education, Health, and Human Sciences), Mary Lynne Derrington (College of Education, Health, and Human Sciences), Jennifer Morrow (Chair, Graduate Council), Dixie Thompson (Dean of the Graduate School), Catherine Cox

Robert Fuller called the meeting to order at 3:45 p.m.

Curriculum proposals submitted for discussion:

- 1) College of Education, Health, and Human Sciences
 - a) Course changes: added 6 courses, dropped 2 courses, revised 9 courses.
 - b) Program changes: revised several programs
 - c) Adding new major and degree: Educational Leadership Major, EdD
- 2) College of Veterinary Medicine
 - a) Course changes: adding two new academic disciplines for their courses VMP and VMC
 - o added 69 courses under new academic discipline of VMP (Veterinary Medicine – Pre-clinical)
 - o added 41 courses under new academic discipline of VMC (Veterinary Medicine – Clinical)
 - o dropped 41 courses and revised 1 course under the current VMD academic discipline
 - b) Program changes: added text and requirements for new curriculum; revised DVM-MPH program
- 3) Courses Not Taught in Four of More Years Report

There were 73 courses listed on the report. From the 73 listed, 21 were marked to drop, 51 were marked to retain and 1 course had “no response.”

After the Curriculum Committee reviewed the *Courses Not Taught Report* the following transpired:

- a) The 1 course with “no response” was voted to drop: Ecology and Evolutionary Biology (EEB) 682
- b) The courses listed below (FREN 550 and BME 538) were marked by their departments to retain. But, because no clear concrete plan was indicated as to when the courses would be taught, the committee voted to DROP the courses – with the option that the departments may attend Graduate Council and give justification for retaining them.
 - o **French (FREN) 550** – the committee voted to DROP the course with the option for the department to appeal at Graduate Council.
 - o **Biomedical Engineering (BME) 538** – the committee voted (with one abstention) to DROP the course with the option for the department to appeal at Graduate Council.

With the above action from the Curriculum Committee, the report now stands as follows:
24 courses to be dropped and 49 courses to be retained (still a total of 73 courses).

All items were approved as indicated above and are recommended to Graduate Council for approval.

The meeting was adjourned at 5:15.

Respectfully submitted,

Catherine Cox
Graduate Curriculum Coordinator

Thursday November 2, 2017 3:45 – 5:00 p.m.	Graduate Curriculum Committee Meeting	405 Student Services Building (University Housing)
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AGENDA

College of Education, Health, and Human Sciences

College of Veterinary Medicine

Courses Not Taught in 4 or More Years Report

+ Indicates adding a major

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**All Changes Effective Fall 2018****I. COURSE CHANGES****DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES**

Student Learner Outcomes

(ELPS) EDUCATIONAL LEADERSHIP AND POLICY STUDIES

1. Apply research to practice in addressing problems in educational leadership. (assessed in case studies and papers in research design course)
2. Apply professional values and ethics when making decisions in educational leadership practice. (paper presentation in ethics course)
3. Evaluate/assess effectiveness of current educational policy. (analysis-based on paper and oral presentation in policy course)

(ELPS) EDUCATIONAL LEADERSHIP AND POLICY STUDIES**ADD**

ELPS 601 Doctoral Applied Research (3-12) The Doctoral Applied Research course is an applied course, culminating in an applied study of practice related problem that the student completes under the direction of an advisor, with the support of a committee of faculty. The applied study of practice is an independent research study designed to develop feasible solutions to a problem in practice requiring an in-depth investigation that will culminate in practical recommendations and applications that will have a positive impact on students, their families, schools, the school district and the community.

*Grading Restriction: P/NP**Repeatability: May be repeated. Maximum 18 hours.**Registration Restriction: EdD students only. Minimum student level-graduate.*

Rationale: The EdD program is designed to provide advanced study in district leadership, and a pathway for individuals to advance into school district leadership positions. This course, ELPS 6XX (601) Doctoral Applied Research supports the culminating requirement consisting of an applied study of practice that the student completes under the direction of an advisor, with the support of a committee of faculty. The performance and progress of each student toward completion of the applied study of practice will be assessed by the student's doctoral chair and reviewed yearly by the program faculty. The course follows an independent study format. Impact on Other Units: No projected impact on other units as this is a new course. In addition, this course will not require courses offered by other programs, will not be a prerequisite or co-requisite for other courses, and will not be cross-listed with other units. Financial Impact: The addition of this course will not have any material impact on finances or other resources. This course will be offered within the budgeted faculty and available facilities of the Educational Leadership and Policy Studies Department. No new resources, including faculty, are required to deliver the course.

Additional Documentation: The Doctoral Applied Research course is an independent research study designed to develop feasible solutions to an applied problem of practice consisting of five chapters: Introduction to the Study, Literature Review, Methodology, Analysis and Findings, Discussion, Implications, and Recommendations, followed by References, and Appendices. This course contributes to the three student learner outcomes listed at the beginning of the proposal document.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

Student Learner Outcomes

(COUN) COUNSELING

MS Degree in Counseling with a concentration in School Counseling and Clinical Mental Health Counseling

1. Students will demonstrate skills for individual counseling.
2. Students will demonstrate skills for group counseling
3. Students will demonstrate knowledge of issues related to clinical supervision of counselors and/or counselor education students.
4. Students will demonstrate an understanding of a theoretical orientation.

(EDPY) EDUCATIONAL PSYCHOLOGY

Learning objectives for the Educational Psychology and Research Major, PhD – Adult Learning Concentration

1. Scholarly Writing-Students will write a scholarly review of the literature that seamlessly integrates references.
2. Content Mastery-Students will demonstrate mastery of the content in their area of academic concentration and how to apply the content in a practice setting.
3. Students will be actively engaged in their profession.

(LEES) LEARNING ENVIRONMENTS AND EDUCATIONAL STUDIES

PhD Degree in Education with a concentration in Learning Environments and Educational Studies (LEEDS):

1. Students will demonstrate mastery of scholarly writing pertaining to an area of study.
2. Students will demonstrate ability to determine appropriate professional outlets aligned with their interests.
3. Students will demonstrate interdisciplinary knowledge and application of learning environment design.

(SCHP) SCHOOL PSYCHOLOGY

PhD Degree in School Psychology

1. Students will apply appropriate research methodology in a manner that allows them to contribute to the discipline.
2. Students will master the core knowledge in the discipline in order to succeed in school psychology.

(COUN) COUNSELOR EDUCATION

REVISE TITLE AND DESCRIPTION

COUN 525 Assessment and Testing in Counseling (3) Applied concepts and principles related to standardized and non-standardized assessment and testing in counseling. Survey of a broad range of assessments appropriate for administration by entry-level professional counselors. Procedures for initial assessment, risk assessment, assessment administration, and use of results in counseling process.

Formerly: Formal Measurement in Education and Counseling (3) Principles of test construction and item analysis. Survey of standardized tests of intelligence, achievement, aptitude, vocational interest, attitudes and personality.

Rationale: CACREP 2016 standards include Assessment and Testing as one of eight core curricular areas for master's programs in counseling. The standards include 13 content items that must be addressed within the course. The revised course title and description are designed to accurately reflect required content for this course. In addition to required changes for accreditation purposes, program assessment data support need for this change. Over the last two years, alumni have consistently rated their preparation in assessment and testing at least one standard deviation lower than most other areas in the program. Similarly, site supervisors, have rated students' preparation for assessment and testing approximately one standard deviation below other core areas. This change has no impact on Student Learning Outcomes. Impact on other units: None. This course is not used by students/programs outside the Unit. Financial impact: This course will be taught by existing faculty; no impact.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

ADD

(EDPY) EDUCATIONAL PSYCHOLOGY

EDPY 519 Writing for Professional Publication (3) Designed to help participants understand what is involved in the professional writing and publishing process. Participants will have an opportunity to develop and receive feedback on manuscripts.

Rationale: This course directly addresses SACS SLOs to improve student performance on professional writing. The Adult Learning faculty conducted a full program curriculum review and found students in need of instruction in professional writing. Supports Learner Outcomes # 1. Impact on other Units: None. This course is not used by students/programs outside the Unit. Financial Impact: None. This course has been taught previously as a special topics course (EDPY 504). It is being added as an elective for students. This course will be taught by existing faculty.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

EDPY 523 Adult Learning in Social Context (3) Examining the social contexts of adult education, and the role of adult education in society, including race, class, gender, sexual orientation, gender identity analyses. Addressing relevant historical, sociological, political, and economic factors that influence adult education theory, practice, and research.

Rationale: This course will broaden the core curriculum and keep up with the current development of the field that helps directly strengthen student professional knowledge base. The Adult Learning faculty conducted a full program curriculum review and found students in need of instruction in this topic area. Supports Learner Outcomes # 2. Impact on other Units: None. This course is not used by students/programs outside the Unit. Financial Impact: None. This course has been taught once as a special topics course. It is being added as a core course for AL program. This course will be taught by existing faculty.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

EDPY 538 Non-Western Perspectives on Teaching and Learning (3) Explores non-Western perspectives of teaching and learning in formal as well as informal settings. It reviews and analyzes learning and teaching in the contexts of 10 different societies, cultures, history/traditions, religions, and/or philosophies, etc. and discusses their implications for adult learning settings.

Rationale: This course broadens the curriculum and reflects the internationalization of the adult learning field that will strengthen student professional knowledge base. The Adult Learning faculty conducted a full program curriculum review and found students in need of instruction on this topic area. Supports Learner Outcomes # 2. Impact on other Units: None. This course is not used by students/programs outside the Unit. Financial Impact: None. This course has been taught once as a special topics course. It is being added as an elective for students for AL program.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

EDPY 539 International and Comparative Adult Education (3) Introduces theoretical foundations of international and comparative education, examines practices of education particularly adult education from international and comparative lenses. Topics include historical development of international and comparative education, global issues; education as a function of national development, models for educational reform and policy making, roles of governmental, non-governmental, and international development agencies in education, impact of culture and technology, and case studies on selected nations and their education systems.

Rationale: This course broadens the curriculum and reflects the internationalization of the field of adult learning that helps directly strengthen student professional knowledge base. The Adult Learning faculty conducted a full program curriculum review and found students in need of instruction in this topic area. Supports Learner Outcomes # 2. Impact on other Units: None. This course is not used by students/programs outside the Unit. Financial Impact: None. This course will be taught by existing faculty.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

EDPY 636 Ethical, Legal, and Professional Issues in Psychology and Behavior Analysis (3) Ethical practice of psychologists and applied behavior analyst; the APA Ethical Principles of Psychologists and Codes of Conduct; the Behavior Analyst Certification Board Guidelines for Responsible Conduct; the NASP Principles for Professional Ethics; School Law; Understanding the complexity of professional ethics and educational law.

Rationale: APA 2017 standards of accreditation (SOA) include Ethics as one of the core competency areas for health service psychologists. In addition, students pursuing the Board Certified Behavior Analyst (BCBA) credential are required to take a class on ethics. This course also includes information on educational case law. Supports Learner Outcomes #2. Impact on other units: Many graduate students enrolled in the special education program will enroll in this class. Financial impact: None. Current faculty will teach this course and will teach it as a 604 course this spring 2018.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

DROP

EDPY 513 Reflective Practice in Education and Psychology (3)

Rationale: The faculty conducted a full program curriculum review and determined that this course content is no longer needed. Impact on other Units: None. This course was not used by students/programs outside the Unit. Financial Impact: None. Current faculty are adopting new courses in place of this one. Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

EDPY 613 Advanced Seminar in Reflective Practice (3)

Rationale: The faculty conducted a full program curriculum review and determined that this course content is no longer needed. Impact on other Units: None. This course was not used by students/programs outside the Unit. Financial Impact: None. Current faculty are adopting new courses in place of this one. Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

REVISE TITLE AND DESCRIPTION

EDPY 516 Educational Applications of Cognitive and Affective Models (3) Understanding of cognitive models of learning, how affect impacts behavior and acquisition of knowledge, and the relationship between cognition and affect.

Formerly: Educational Applications of Cognitive Learning Theories (3) Cognitive theory and research, social learning, attribution and information processing as applied to education.

Rationale: Feedback from prior APA re-accreditation feedback suggested integrating training of affective behavior into the cognition class. The revised course title and description are designed to accurately reflect updated content for this course. Supports Learner Outcomes #2. Impact on other units: None. This course is not used by students/programs outside the Unit. Financial impact: None. Current faculty will continue to teach this course.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

EDPY 521 Program Planning in Adult Education (3) Theories and methods from research and practice in planning and operating educational programs. The focus is on the practice of planning educational programs. Concepts can be applied in a variety of contexts such as professional development, health education, training in the workplace, or parent education.

Formerly: Program Development and Operations in Adult Education (3) Theories and methods from research to practice in planning and operating adult education programs.

Rationale: Changes to the title and description will better reflect the course content. The Adult Learning faculty conducted a full program curriculum review and modified the content of this course. Impact on other Units: None. This course is not used by students/programs outside the Unit. Financial Impact: This course will be taught by existing faculty; no impact

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

REVISE TITLE, DROP (RE)PREREQUISITE(S), AND DROP REGISTRATION PERMISSION

EDPY 622 Advanced Seminar in Adult Education (3)

Formerly: Advanced Seminar in Adult Development (3)

(RE) Prerequisite(s): 522

Registration Permission: Consent of instructor

Rationale: The new title more accurately reflects the course content. No prerequisite is required. The Adult Learning faculty conducted a full program curriculum review and found that the prerequisite was not needed and the title was not reflective of the course. Impact on other Units: This course is not used by students/programs outside the Unit. Financial Impact: This course will be taught by existing faculty; no impact.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

(SCHP) SCHOOL PSYCHOLOGY

REVISE TITLE, DESCRIPTION, DROP REPEATABILITY, AND DROP (RE)PREREQUISITE(S)

SCHP 541 Psychometrics for School Psychology (3) Theory and techniques of psychological measurement, reliability, validity, evaluation of measurement quality, test bias, classical and contemporary measurement theory, and instrument standardization procedures.

Formerly: Psychoeducational Assessment (3) Direct, psychometric and naturalistic assessment methods in learning environments.

Repeatability: May be repeated. Maximum 6 hours.

(RE) Prerequisite(s): Counselor Education 525 or equivalent.

Rationale: APA 2017 updated standards of accreditation (SOA) to include Measurement as one of the core competency areas for health service psychologists. The current SCHP 541 includes some topics required by APA. However, more depth into this topic is needed. The revised course title and description are designed to accurately reflect required content for this course. Supports Learner Outcomes #2. Impact on other units: None. This course is not used by students/programs outside the Unit. Financial impact: None. Current faculty will continue to teach this course.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

DEPARTMENT OF PUBLIC HEALTH

Student Learner Outcomes

Learning objectives for the MPH Program

1. Students will demonstrate readiness for professional practice in health-related settings.
2. Students will demonstrate critical thinking & problem-solving abilities reflecting the integration of public health competencies.
3. Students will develop effective presentation skills.
4. Students will appraise mastery of 12 core public health competencies.

(PUBH) PUBLIC HEALTH

REVISE DESCRIPTION

PUBH 525 Financial Management of Health Programs (3) Financial management concepts and practices applied to health services programs. Fundamentals of budgeting, costing, financing and reimbursement mechanisms for health and healthcare. Opportunities to apply techniques.

Formerly: Financial management concepts and practices applied to health services programs. Fundamentals of budgeting, costing, financing, rate setting, financial reporting and control. Opportunities to apply techniques.

Rationale: Over the past several years, the professional practice of public health has grown to include a wider variety of job titles and institutional settings. In addition, the passage of the Affordable Care Act (ACA) has significantly impacted the practice of health policy. The revised course description reflects the broader focus of the course on health finance. Replacing "rate setting, financial reporting and control" with "reimbursement mechanisms for health and healthcare" reflects the desire of students for training that will allow them to function in a wide variety of public health roles. Discussions among HPM and other departmental faculty identified similar concerns, and the HPM faculty conducted a thorough review of the Health Policy and Management concentration. The faculty support the change to the course description. Impact on Other Units: None; minor change to course description. As this is neither a cross-listed nor a required course for any other program, no impact on other units is apparent. Financial impact: None; minor change to course description.

Additional Documentation: According to the required approvals for curricular change, there is none noted for a change in course description and thus, no additional approvals are required.

REVISE TITLE, DESCRIPTION, AND ADD REGISTRATION RESTRICTION(S)

PUBH 527 Healthcare Organizations: Behavior and Management (4) Development of effective managers and leaders through understanding the interaction across individuals and groups within health and public health organizations. We will employ system-level thinking for problem-solving and strategic planning. Students will complete a service-learning component providing experience in a health-based organization and focused on planning or change management.

Registration Restriction(s): Minimum student level – graduate or permission of instructor.

Formerly: Theories and Techniques in Health Planning (4) Overview of health planning concepts and methodologies; systems-oriented planning process. Major elements of planning: formulation and conceptualization of problem, plan design, evaluation and implementation. Health problems of institutions, communities and selected population groups, appropriate diagnoses, and programs for addressing needs.

Rationale: Over the past several years, student feedback indicated that the concentration courses as currently provided were insufficient for providing a robust focus on, and learning opportunities about, policy. Other concerns were also expressed specific to each of the required HPM courses. Discussions among HPM and other departmental faculty identified similar concerns. The HPM faculty conducted a thorough review of the Health Policy and Management concentration courses and recommended dropping PUBH 521 from the concentration curriculum and integrating relevant content into a revised PUBH 527 course. The MPH Academic Program Committee and the full DPH faculty approved the proposed change to the curriculum in fall 2016. Impact on Other Units: None, no other unit is responsible for the development or delivery of this course; it is not cross-listed with any other unit and no other program requires this course in its current version. This was determined through review of program requirements across graduate programs. Financial impact: None. Faculty currently teaching PUBH 527 will teach the revised PUBH 527.

Additional Documentation: According to the required approvals for curricular change, there is none noted for changes in course title, description, or registration restrictions, and thus, no additional approvals are required.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION**Student Learner Outcomes****MS Track I Learner Outcomes**

1. Demonstrates rich understanding of subject(s) taught and appreciation of how knowledge in subject area(s) is created, organized, and linked to real-world settings.
2. Demonstrates the ability to reason and to take multiple perspectives
3. Demonstrates quality of writing that is expected of advanced graduate students

MS Track II Learner Outcomes

1. The candidate understands the central concepts, tools of inquiry, structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (Corresponds to InTASC Standard 1).
2. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Corresponds to InTASC Standard 3).
3. The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (Corresponds to InTASC Standard 4).

Rehabilitation Counseling for the Deaf Learner Outcomes

1. Students will understand advanced topics related to the deaf community to enhance practice as rehabilitation counselors for persons who are deaf or hard of hearing.
2. Students will understand advanced topics related to public and private services available through community agencies for persons who are deaf or hard of hearing, with an emphasis upon vocational rehabilitation services.
3. Students will gain a deep understanding of special populations of special populations within the deaf community, including but not limited to persons who are deaf and blind, late-deafened individuals, and veterans who have become deaf or hard-of-hearing through service-connected circumstances.
4. Students will learn appropriate counseling skills using American Sign Language (ASL).
5. Students will be immersed in American Sign Language (ASL) by virtue of courses being taught using ASL as the means of delivering lecture materials.

(EDDE) EDUCATION OF THE DEAF AND HARD OF HEARING**REVISE TITLE AND DESCRIPTION**

EDDE 425 Foundations of Deaf Education (3) Critical look at trends, issues, demographics, and social justice-oriented practices in the bilingual education of Deaf students from diverse communities. Historical, legal, medical, and social contexts impacting the placement, services, and instruction of Deaf students are analyzed and critiqued. Identity, politics, and oppression are examined. Discussion of social equity related to race, sex, gender, sexual orientation, dis/ability, and more.

Formerly: Introduction to the Psychology and Education of the Deaf and Hard of Hearing (3) Primarily for those planning to work with the deaf and hard of hearing. Research related to psychology, social adjustment, communication methodology, language development, and education of the deaf and hard of hearing. Survey of literature. Visits to programs.

Rationale: We have updated the course and would like the title and description to match the content. The course now contains social justice and bilingual education content—both critical to our mission of preparing teachers of the deaf. This change was prompted by two activities. We have transitioned the Deaf Education training program at UT from a comprehensive to bilingual program and are working to align course

content. Additionally, we were preparing for an upcoming CED (Council on Education of the Deaf) 10-year review, and we found a need for revisions with this class. This change supports learning outcomes 2 and 5 for the SPED BS degree. Impact on other units: Yes, this impacts Education of the Deaf and Hard of Hearing, Educational Interpreting, Audiology and Speech Pathology. This change updates the language of the course description to better reflect course content. This course is offered for both UG and Grad credit and will be presented at the UG CRC meeting in Sept 2017 as well. Financial Impact: none. This course will be taught by existing faculty and requires no additional resources.

Additional documentation: This change supports learning outcomes 2 and 5 for the SPED BS degree. No additional approvals required. This is not a substantive change and does not need to be reported to SACSCOC.

(TPTE) Theory and Practice in Teacher Education

REVISE TITLE, DESCRIPTION, DROP (RE)PREREQUISITE(S), AND DROP REGISTRATION RESTRICTION(S)

TPTE 676 Seminar in Teacher Education: Curriculum and Pedagogy (3) Explores pedagogical approaches to the preparation of prospective teachers, and ongoing professional development for veteran teachers. Topics include traditions of teacher preparation, organizational structures, artifacts of teaching and learning, instructional strategies, and inquiry and reflection strategies in university classrooms and field settings in K-12 schools.

Formerly: Curriculum Theory (3) The focus is on influential curriculum theories and approaches, implications for structure and design of educational programs, the nature and function of theory, and theory building activities.

(RE) Prerequisite(s): 558.

Registration Restriction(s): Minimum student level – graduate.

Rationale: The existing TPTE 676 course titled "Curriculum Theory" is being revised to present a broader overview of teacher education in institutions of higher education (IHE). The revised TPTE 676 course titled "Seminar in Teacher Education: Curriculum and Pedagogy" includes some curriculum theory but also encompasses additional, broader themes in teacher education in IHE. This course is being revised to address a perceived gap that exists in the current doctoral program for training future teacher educators. It was determined the change was needed; no doctoral seminar specific to the Teacher Education concentration in TPTE currently exists. In addition, doctoral faculty expressed concerns that no coursework for training future teacher educators in IHE was currently provided. Also, TPTE doctoral students were surveyed and expressed a desire for more program cohesion and collaboration as a cohort. Doctoral faculty agreed that such a specific seminar was needed, and that the seminar would help to provide necessary training, more program cohesion, and opportunities for cohort collaboration in the Teacher Education concentration. The change is not connected to a formal SACs assessment. Impact on other units: The proposed change does not affect any other programs or course offerings. This course is required for doctoral students in the Teacher Education PhD concentration in TPTE. The previous version of this course listed a prerequisite course that is no longer being offered in the department (TPTE 558). The new course is not a prerequisite or co-requisite for other courses and is not cross listed in other programs. Financial impact: No change on departmental budget. The course will be offered once per academic year. This course will be taught by existing faculty; no financial impact.

Additional documentation: Learner outcomes for doctoral students in the Teacher Education concentration will be improved. No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

II. PROGRAM CHANGES

DEPARTMENT OF CHILD AND FAMILY STUDIES

Student Learner Outcomes

(CFS) CHILD AND FAMILY STUDIES

Learning objectives for the MS programs:

1. Students will be able to write a well-organized, logical, scientifically sound research paper
2. Students will demonstrate proficiency in analyzing and critiquing ideas in their field of interest from published texts, reports, and research proceedings.
3. Students will construct original arguments through written work that incorporate consideration of the relevant issues from the field and the theory that informs it.

Learning objectives for the PhD program:

1. Students will be able to write a well-organized, logical, scientifically sound research paper.
2. Students will demonstrate proficiency in analyzing and critiquing ideas in their field of interest from published texts, reports, and research proceedings.
3. Students will construct original arguments through written work that incorporate consideration of the relevant issues from the field and the theory that informs it.

REVISE CHILD AND FAMILY STUDIES MAJOR, PHD PROGRAM REQUIREMENTS

In the 2018-2019 Graduate Catalog, revise Footnote 2, to replace the word "two" with the word "one". The text should read as follows:

² 6 hours of graduate-level statistics plus one additional analytic course (quantitative or qualitative).

Formerly: 3 hours of graduate-level statistics plus two additional analytic courses (quantitative or qualitative)

Rationale: In order to prepare Ph.D. students sufficiently for entry into academic or applied fields after graduation, they need to have taken at least two courses (6 credits) of graduate-level statistics. Requiring them to take a minimum of 6 credits of statistics (rather than 3) will bring our program into line with peer and aspirational programs. Analytic requirements in peer and aspirational programs were examined and showed that the minimum requirement is 6 credits of statistics. Thus, this change brings our program into line with peer and aspirational programs and better prepares them to obtain academic and applied positions after graduation. Impact on other units: None; this course is specified as a general 600-level statistics course and will not require students to take a particular sequence or fulfill a requirement that necessitates the course be taught in other units. It does not necessitate that a new course be developed or taught in other units. Financial Impact: None; this course will be taught by existing faculty as part of their normal teaching loads.

Additional Documentation: Supports Learner Outcome #2 in the PhD program.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Student Learner Outcomes

(ELPS) EDUCATIONAL LEADERSHIP AND POLICY STUDIES

1. Apply research to practice in addressing problems in educational leadership. (assessed in case studies and papers in research design course)
2. Apply professional values and ethics when making decisions in educational leadership practice. (paper presentation in ethics course)
3. Evaluate/assess effectiveness of current educational policy. (analysis-based on paper and oral presentation in policy course)

+ ADD MAJOR AND DEGREE

Educational Leadership Major, Doctor of Education (EdD) *(PENDING THEC APPROVAL)

*This program is pending approval from the Tennessee Higher Education Commission. Students will be admitted to the major and degree only after THEC approves the program.

In the 2018-2019 Graduate Catalog, add the following major and degree. Insert heading, text and requirements for the Educational Leadership major, EdD, as follows:

Educational Leadership Major, EdD

The Department of Educational Leadership and Policy Studies offers a Doctor of Education (EdD) degree. The four-year, 60 credit hour scholar-practitioner degree focuses on advanced district level knowledge and leadership skills and prepares individuals for the growing variety of school and school district leadership positions including the superintendency. The program uses a combination of delivery systems to accommodate working professionals including regular face-to-face weekend meetings once a month, occasional face-to-face courses, and online and hybrid courses.

Admissions Criteria and Academic Standards

All applicants for the EdD program must meet the general admission requirements of the Graduate School, as well as admission requirements for the program. Applicants must meet the following Graduate School requirements:

- Admission to graduate study requires a bachelor's degree with a satisfactory grade point average (GPA) from a college or university accredited by the appropriate regional accrediting agency or foreign equivalent. For Graduate School GPA requirements, refer to the section on Academic Policies and Requirements for Graduate Students.
- For additional information, refer to the Graduate Admissions webpage at <http://gradschool.utk.edu/admissions/>

EdD Admissions Criteria

To be considered for admission to the EdD, applicants must meet the following minimum requirements:

- Master's degree (or equivalent) from a regionally accredited university or foreign equivalent
- Cumulative GPA of 3.0 on all prior graduate work
- Three years of experience in school or district leadership
- Recent GRE scores (not more than 5 years old at the time of admission)

Application materials contain both the Graduate School and the department application. The application materials are processed by the Graduate Admissions Office and forwarded to the academic department for review by the EdD Admissions Committee, which consists of all educational leadership faculty members serving in the program. In the admissions process, a number of factors are considered holistically, including:

- GPA
- GRE scores
- Resume/CV
- Statement of Purpose Essay
- Three reference letters. One must be from a supervisor familiar with the candidate's leadership experience.

Requirements

Educational Leadership Core
EDAM 610 Advanced Seminar in Administrative Theory

Credit Hours
3

EDAM 670 Values and Ethics in Educational Leadership	3
EDAM 680 Administration of Complex Organization	3
Educational Leadership Foundations	
ELPS 695 History and Philosophy of Education	3
ELPS 695 Comparative Studies in Global Leadership	3
EDAM 629 Seminar in Policy Issues in Education	3
Research Foundation	
ELPS 615 Research Design	3
EDPY 577 Statistics in Applied Fields	3
ELPS 695 Qualitative Research Design and Methods	3
Specialization	
EDAM 629 Policy Analysis	3
EDAM 630 Politics of Education	3
EDAM 631 Educational Change Management	3
EDAM 632 School District Leadership	3
EDAM 646 Personnel Administration	3
EDAM 650 Legal Issues in Education	3
Elective	3
Doctoral Applied Research	
ELPS (601) Doctoral Applied Research	<u>12</u>
Total Credit Hours	60

Comprehensive Examination

At the completion of the formal coursework (48 hours), students will be required to pass a comprehensive examination administered by the EdD faculty. The purpose of the examination is to assess the student's mastery of the material and ability to synthesize and apply what was learned to practice-based settings and problems. In order to sit for the comprehensive examination, students must have at least a 3.0 cumulative GPA from course work. Successful passing of the comprehensive examination is requisite to advancing to formally working on an applied problem of practice within the framework of the Doctoral Applied Research course. Current rules of the College of Education, Health, and Human Sciences and the Graduate School will apply to degree requirements and readiness to advance to the doctoral applied research portion of the degree.

The comprehensive examination for the EdD degree will follow the department's procedures for the PhD degree. The examination will be developed by the student's doctoral committee and guided by the chair of the committee. The student will have 6 weeks to prepare answers to the questions before submitting them to the committee. The student will arrange for an oral defense of the comprehensive exam no sooner than two weeks from the date of the submission of the responses to all members. At the oral defense, the committee will question the student about the responses submitted and vote on whether the student has passed or failed the comprehensive exam. The report of the outcome of the examination will be formally reported to the Graduate School.

Admission to Candidacy

The student will be admitted to degree candidacy upon successful completion of the following requirements:

1. Submission and approval of the Admission to Candidacy application.
2. Successful completion of 48 graduate credit hours (27 doctoral core and foundation credit hours, 21 specialized credit hours).
3. Successful achievement of a cumulative GPA of 3.0 or above in the doctoral program, with no more than two grades below a "B" grade.
4. Successful passage of the comprehensive examination.

Additional Requirements for Graduation:

1. Approved Admission to Candidacy Application.
2. Successful completion of a minimum of 12 credit hours of ELPS 601 (Doctoral Applied Research).
3. Successful defense (Pass) of the work from ELPS 601 (Doctoral Applied Research).

Residence

Residence is defined as full-time registration for a given semester on the campus where the program is located. For the doctoral degree, a minimum of two consecutive semesters of residence is required.

Rationale: Across the state and nation, there has been a call for the advanced preparation of leaders armed with the knowledge and skills beyond that provided in initial leader preparation programs; leaders able to transform schools and school districts. In awareness of the growing need for advanced preparation of school practitioners, The Department of Educational Leadership and Policy Studies has developed a doctoral program in Educational Leadership culminating in an EdD. The program is designed to provide advanced study in district leadership, a unique focus among doctoral programs, and a pathway for individuals to advance into school district leadership positions, including the superintendency, while also becoming practitioner-scholars.

The PhD in Education, with a concentration in Educational Leadership was established in 1950, and has been successfully offered at UTK for the past sixty-six years. Throughout its tenure it has served to prepare aspiring new professors and policy scholars in educational leadership who

sought to teach and conduct research at the university level and serve in policy-focused organizations. While the program continues to serve that function, the need for practitioner-scholars has increased.

The Department of Educational Leadership and Policy Studies is being asked by practitioners in the field to offer advanced preparation as rigorous as the PhD program, but tailored to advanced practice. However, since we did not have such a program at the doctoral level, we have had to turn away eager applicants, including many of whom graduated from our widely recognized principal preparation programs at the MS and EdS levels.

In June 2016, the department commissioned Kronley & Associates to conduct a needs assessment to determine if the requests it was getting for a practitioner doctoral program were consistent with an evidence-based demand sufficient to warrant the creation of an EdD at the University of Tennessee, Knoxville. The findings of this study supported the creation of such a program. Kronley & Associates concluded "the proposed EdD will help address significant educator needs in Tennessee," and went on to identify "a distinct and robust market" [of prospective students] who put high value on the proposed EdD from UTK and are interested in pursuing it. Further, the needs assessment affirmed that the proposed EdD was "tightly aligned with the University of Tennessee Knoxville's mission and furthers (its) recently adopted strategic plan, Vol Vision 2020" was "based on what are regarded as best practices that have been embraced and promoted by experts from across the United States," had "an identifiable and vigorous market for the program, which will attract motivated and qualified students who recognize its value and distinguish it from similarly named programs at other institutions," "will easily meet its recruitment goals," would add "significant value to UTK's teaching and public service efforts in ways that positively impact continuing community needs," and last but not least, would be cost-effective and "self-sustaining, with potential to grow."

Impact on other units and/or courses: The new program will have little to no impact on other units or courses. It will not conflict with any other program offered at the university. Further, it will not change or alter any courses required by other programs, nor are any of the courses prerequisites for other courses or cross-listed with the courses in any other programs or units. With the exception one course (described in Part I Course Changes of this proposal document), the courses to be included in the program already exist.

Financial impact: The proposed program is highly cost effective. No new resources, including faculty, are required to deliver the program; and the courses in the program are already approved and "on the books". Similarly, no new facilities are needed. Existing facilities (offices, classrooms, and seminar rooms) are sufficient to accommodate the program, and the university already provides the tools to enhance online and hybrid course delivery, which will be incorporated into the new EdD program.

Additional Documentation: This program is pending approval from the Tennessee Higher Education Commission, which is waiting for final disposition resulting from the UTK curricular approval process. Students will be admitted to the degree only after the university and THEC approve the program. The Letter of Intent and proposal submission (including ELPS faculty and CVs) have been submitted to THEC. This program contributes to the three student learner outcomes listed at the beginning of the proposal document. Supporting documentation was submitted with this proposal to include: the letter of intent and email submitted to THEC, Provost Zomchick's letter of support, email correspondence with Katie High regarding THEC proposal, and email correspondence with Mary Albrecht indicating that the program does not constitute a substantive change for the purposes of institutional SACSCOC reporting.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

Student Learner Outcomes

(COUN) COUNSELING

MS Degree in Counseling with a concentration in School Counseling and Clinical Mental Health Counseling

1. Students will demonstrate skills for individual counseling.
2. Students will demonstrate skills for group counseling
3. Students will demonstrate knowledge of issues related to clinical supervision of counselors and/or counselor education students.
4. Students will demonstrate an understanding of a theoretical orientation.

(EDPY) EDUCATIONAL PSYCHOLOGY

Learning objectives for the Educational Psychology and Research Major, PhD – Adult Learning Concentration

1. Scholarly Writing-Students will write a scholarly review of the literature that seamlessly integrates references.
2. Content Mastery-Students will demonstrate mastery of the content in their area of academic concentration and how to apply the content in a practice setting.
3. Students will be actively engaged in their profession.

(LEES) LEARNING ENVIRONMENTS AND EDUCATIONAL STUDIES

PhD Degree in Education with a concentration in Learning Environments and Educational Studies (LEEDS):

1. Students will demonstrate mastery of scholarly writing pertaining to an area of study.
2. Students will demonstrate ability to determine appropriate professional outlets aligned with their interests.
3. Students will demonstrate interdisciplinary knowledge and application of learning environment design.

(SCHP) SCHOOL PSYCHOLOGY

PhD Degree in School Psychology

1. Students will apply appropriate research methodology in a manner that allows them to contribute to the discipline.
2. Students will master the core knowledge in the discipline in order to succeed in school psychology.

REVISE EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PHD – ADULT LEARNING CONCENTRATION PROGRAM REQUIREMENTS

In the 2018-2019 Graduate Catalog, revise program requirements and remove footnotes 2 and 3. Text should read as follows:

Requirements

Basic Core Courses (21 credit hours)

EDPY 520 Survey of Adult Education (3)
EDPY 521 Program Planning in adult education (3)
EDPY 522 Adult Development (3)
EDPY 523 Adult Learning in Social Context (3)
EDPY 525 Adult Learning (3)
EDPY 529 Facilitating Adult Learning (3)
EDPY 539 International & Comparative Adult Education (3)

Advanced Core Courses (13 credit hours)

EDPY 601 Professional Seminar (1)
EDPY 625 Advanced Seminar in Adult Learning (3)
EDPY 622 Advanced Seminar in Adult Education (3)
EDPY 630 Proseminar in Adult Learning (6)

Research Methods (15 credit hours)

Research courses must include classes in research methods, quantitative methodology, and qualitative research, as well as two additional courses as approved by the student's advisor.

Electives (12 credit hours)

Students, in consultation with their advisor, must select four courses that complement their professional focus.

Dissertation (24 credit hours)

Total Credit Hours (85)

Residence Requirement: Graduate students must complete two consecutive semesters of 9 credit hours to satisfy the residence requirement. Students can meet this requirement by registering for 2 consecutive semesters of dissertation credit hours (EDPY 600).

Rationale: This program has gone through many recent changes (i.e., hired two new faculty and retired two faculty). Current program faculty engaged in a full curriculum review and as a result, the focus of the program is changing. The changes in coursework and program requirements reflect this new international focus. Impact on Other Units: None. All proposed new courses and modified courses are taken by program students only. Dropped courses were taken by program students only. Financial Impact: All courses will be taught by existing program faculty; no impact.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

REVISE EDUCATION MAJOR, PHD – LEARNING ENVIRONMENTS AND EDUCATIONAL STUDIES CONCENTRATION PROGRAM REQUIREMENTS

In the 2018-2019 Graduate Catalog,

1. revise the first sentence of the requirements description text, and
2. revise the credit hours requirements. Program hours are decreasing (from 82 to 73 hours).

Revise first sentence as shown below:

Requirements

Admissions requirement includes a Master's degree in Instructional Technology or this requirement can be met by a Master's degree in another area with prerequisites prescribed by the admissions committee.

Revise hours as listed below:

	Credit Hours
Concentration core	7
Core electives	6
Research methods	15
Research Apprenticeship	6
Cognate	6
Electives	9
Dissertation	<u>24</u>
Total credit hours	73

Rationale: The LEEDS programs is being administratively closed following graduation or approved change of program of all current LEEDS students. Cultural Studies (CSE) was an interdisciplinary portion of the LEEDS coursework. The CSE program has been moved to TPTE and is

offering an independent curriculum. The LEEDS program is reducing coursework requirements to reflect the removal of the CSE program coursework from required core courses (formerly 82 hours).

Impact on Other Units: Students will no longer enroll in Cultural Studies coursework. TPTE has been consulted and the Department Head, Dr. Sherry Bell, is supportive of these changes. Financial Impact: None. Courses in LEEDS will be taught by existing Unit faculty; no impact.

Additional Documentation: Please see attachments with an email between Dr. Bell (TPTE) and Dr. Cochran (EPC) showing support and agreement of this change. No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

Student Learner Outcomes

(KNS) KINESIOLOGY

MS Degree in Kinesiology

1. Students will demonstrate an understanding of key disciplinary knowledge.
2. Students will demonstrate the capability to communicate information effectively using disciplinary-appropriate mechanisms.

PhD Degree in Kinesiology

1. Students will demonstrate the ability to conduct and disseminate research.
2. Students will demonstrate mastery of discipline-specific knowledge.
3. Students will demonstrate teaching proficiency.

(RSM) RECREATION AND SPORT MANAGEMENT

MS Degree in Recreation and Sport Management

1. Students will apply sport management and therapeutic recreation principles in professional settings.
2. Students will demonstrate an understanding of the foundational knowledge and skills needed in the sport management and therapeutic recreation fields.
3. Students will be able to conduct research and understand its importance in the decision-making process.

PhD Degree in Recreation and Sport Management

1. Students will demonstrate the ability to conduct and disseminate research.
2. Students will demonstrate mastery of discipline-specific knowledge.
3. Students will demonstrate teaching proficiency.

REVISE KINESIOLOGY MAJOR, MS

In the 2018-2019 Graduate Catalog, revise Program text and requirements as follows:

1. In the third paragraph of the description text, remove the third sentence - to remove reference in cardiac rehabilitation. Text should read as follows:

The exercise physiology concentration (Master of Science) involves the study of the acute and chronic effects of exercise on the human body. Master's students may elect to do a 6-credit hour thesis, which is recommended for those intending to pursue a doctorate in the field. Graduate students collaborate with an exercise physiology faculty member to perform research in the areas of physical activity assessment, metabolism, the health benefits of exercise, and body composition assessment.

2. In the Recommended Electives section for the Exercise Physiology concentration (MS), remove the single asterisk from courses KNS 569, KNS 570, and NURS 505 and then also remove the reference at the bottom for the *asterisk

Formerly:

*Highly recommended for students interested in cardiac rehabilitation.

Rationale: We no longer have an adequate cohort of students applying to the Exercise Physiology MS concentration in Kinesiology at UT-Knoxville who are interested in pursuing careers in cardiac rehabilitation. The KNS 560 (Clinical Exercise Physiology) course had been offered every other year, and typically had about 5-8 students in it, but for the last several years none of those students were interested in pursuing cardiac rehabilitation as a profession. Impact on other units: There are no students from outside of the Department of Kinesiology, Recreation, and Sport Studies who participate in this program. Financial Impact: This is not a deletion of a course or requirement and does not affect faculty and staff. No students have pursued the option for several years.

Additional Documentation: No additional approvals are required for this change.

COLLEGE OF VETERINARY MEDICINE

All changes effective Summer 2018

Learning objectives for the DVM degree:

1. Demonstrate professional skills of a veterinarian, including overall clinical competencies (technical and nontechnical), problem solving, and professionalism.
2. Students will perform at or above the national mean on North American Veterinary Licensing Examination (NAVLE).
3. Clinical Competency 1: Ability to diagnose patient problems, interpret clinical laboratory findings, and manage patient records.
4. Clinical Competency 2: Ability to plan patient treatment, including identifying referral when indicated.
5. Clinical Competency 3: Demonstrate basic surgery skills and technical skills.
6. Clinical Competency 4: Demonstrate basic medical skills and case management.
7. Clinical Competency 5: Design and implement basic anesthesia protocols, conduct appropriate pain management plans, and conduct appropriate animal welfare management.
8. Clinical Competency 6: Demonstrate basic emergency and intensive care case management.
9. Clinical Competency 7: Address strategies of health promotion, disease prevention and biosecurity, zoonotic and food safety issues involving animals and humans.
10. Clinical Competency 8: Demonstrate appropriate communication methods, including client communication and medical personnel communication.
11. Clinical Competency 9: Demonstrate awareness of research in furthering the practice of veterinary medicine.
12. Demonstrate overall professionalism.

I. COURSE CHANGES

(VMD) Veterinary Medicine

DROP

VMD 808 Advanced Diagnostic Imaging (2–3)

VMD 819 Clinical Rotation in Small Animal Integrative Medicine and Wellness (2–3)

VMD 875 Veterinary Ultrasonography (2–3)

Rationale: The faculty members who offered the above clinical electives are no longer employed with the university and no other faculty members were identified to continue to teach these rotations. Impact on other units: None. Financial impact: None.

VMD 803 Advanced Pathology

VMD 807 Advanced Veterinary Anesthesiology

VMD 809 Advanced Small Animal Medicine

VMD 810 Advanced Veterinary Dermatology

VMD 818 Shelter Medicine

VMD 827 Beef Cow-Calf Summer Institute Elective

VMD 828 Small Animal Nutrition and Animal Behavior

VMD 830 Clinical Rotation in Swine Medicine Production

VMD 834 Clinical Rotation in Shelter Medicine-Spay/Neuter

VMD 838 Clinical Rotation in Pathology (3)

VMD 847 Clinical Rotation in Radiology

VMD 848 Clinical Rotation in Bovine Production Medicine

VMD 850 Avian and Zoological Medicine and Surgery

VMD 859 Veterinary Cardiology

VMD 860 Veterinary Dermatology

VMD 863 Veterinary Oncology

VMD 866 Veterinary Ophthalmology

VMD 869 Veterinary Neurology

VMD 870 Anesthesiology

VMD 872 Small Animal Orthopedic Surgery and Physical Rehabilitation

VMD 878 Elective Clinical Rotation I

VMD 879 Elective Clinical Rotation II

VMD 880 Small Animal Emergency Medicine

VMD 881 Clinical Rotations in Small Animal Clinical Sciences I

VMD 882 Clinical Rotations in Small Animal Clinical Sciences II

VMD 883 Clinical Rotations in Small Animal Clinical Sciences III

VMD 884 Zoological Medicine
VMD 885 Clinical Rotation in Laboratory Animal Medicine
VMD 886 Clinical Rotation in Theriogenology
VMD 889 Clinical Rotation in Equine Performance Medicine and Rehabilitation
VMD 891 Clinical Rotations in Large Animal Clinical Sciences I
VMD 892 Clinical Rotations in Large Animal Clinical Sciences II
VMD 893 Clinical Rotation in Farm Animal Field Services
VMD 894 Equine Surgery
VMD 895 Large Animal Emergency Medicine & Critical Care
VMD 896 Clinical Rotation in Equine Field Services
VMD 898 Externship I
VMD 899 Externship II

Rationale: As part of the college's curriculum revision (see rationale for program changes), these courses are being renumbered with the new subject code VMC. Impact on other units: None. Financial impact: None.

REVISE CREDIT HOURS

VMD 849 One Health (3)

Formerly: 2

Rationale: With increasing information available related to One Health, additional material will be presented and more assignments will be expected from students in the next offering of this course. In order to appropriately represent this increase in material, an increase to 3 credits is needed because of the increased time dedicated. Impact on other units: The course is an option for accelerated MPH-DVM students, and the College of Education, Health & Human Sciences is also submitting changes in approved dual credit. Financial impact: None. The course is taught by existing faculty members.

ADD NEW ACADEMIC DISCIPLINE, SUBJECT CODE, AND COURSES

(VMP) VETERINARY MEDICINE – Pre-clinical

ADD

VMP 801 Application-Based Learning Exercise (ABLE) and Clinical Exposure I (1) Small group, student-centered learning sessions with faculty facilitator for self-discovery of new information. Week-long sessions based on specific clinical case or problem, and integration of basic science and clinical material.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 802 Application-Based Learning Exercise (ABLE) and Clinical Exposure II (1) Small group, student-centered learning sessions with faculty facilitator for self-discovery of new information. Week-long sessions based on specific clinical case or problem, and integration of basic science and clinical material.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 803 Application-Based Learning Exercise (ABLE) and Clinical Exposure III (2) Week-long small group, student-centered learning sessions with faculty facilitator for self-discovery of new information; based on specific clinical case or problem; integration of basic science and clinical material. One week of clinical experience through participation in specific clinical rotations in Veterinary Medical Center.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 804 Application-Based Learning Exercise (ABLE) and Clinical Exposure IV (2) Week-long small group, student-centered learning sessions with faculty facilitator for self-discovery of new information; based on specific clinical case or problem; integration of basic science and clinical material. One week of clinical experience through participation in specific clinical rotations in Veterinary Medical Center.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 810 Veterinary Anatomy I (4) Lectures, laboratories, and demonstrations are used in an integrated approach to the study of macroscopic (gross) clinically relevant anatomy, including neuroanatomy, and embryology of common domestic animals. Dissections of embalmed specimens, prosections, plastinated specimens, and radiographs of common domestic species are examined for comparative purposes.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 811 Bacteriology and Mycology (2) Fundamental aspects of microbiology and cell biology relative to pathogenesis of bacterial and fungal diseases of animals: antimicrobial actions and mechanisms of bacterial resistance. General approaches to diagnosis, treatment and prevention.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 812 One Health, Wellness, and Ethics I (1) Develop essential non-technical skills needed for veterinary professional competence. Areas covered include: communication, leadership, business management, ethical decision-making, and health-related behavior skills. Students learn skills in medical academic achievement, personal finance management, stress management, career paths in veterinary medicine, communication and leadership needed in effective teamwork, the basics of mental health in the veterinary setting, and thoughts on wide spectrum of current veterinary ethical issues.

Grading Restriction: Satisfactory/No Credit Grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 813 Immunology (2) Basic biology and practical aspects of immunology: cells of immune system, immune function and dysfunction, immunoprophylaxis, diagnostic testing and specific diseases involving immune system.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 814 Physiology and Microanatomy I (4) Introduction to physiologic concepts and problems that form the basis for clinical applications and for formal training in pharmacology, medicine, pathology, and surgery. Cellular, neural, cardiovascular, renal, respiratory, digestive, endocrine, and reproductive physiology. Lectures and laboratories for the study of embryology, microscopic anatomy, and radiographic anatomy in common domestic animals and to relate structure with function.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 815 Introduction to Animal Behavior (1) Basic principles of normal and abnormal animal behavior in domestic animals; clinical case discussions to illustrate common behavioral problems and current approaches to therapy.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 816 Physical Diagnosis I (0.5) Basic care, feeding, restraint, and handling of domestic animals. Introduction to physical examination and diagnostic techniques used by veterinarians.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 817 Normal Radiology I (0.5) Basic principles of radiology, including physics and artifacts, and normal radiographic anatomy in small animals.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 820 Veterinary Anatomy II (3) Lectures, laboratories, and demonstrations are used in an integrated approach to the study of macroscopic (gross) clinically relevant anatomy, including neuroanatomy, and embryology of common domestic animals. Dissections of embalmed specimens, prosections, plastinated specimens, and radiographs of common domestic species are examined for comparative purposes. A continuation of VMP 810.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 821 Virology (2) Structural and genetic bases for classification of animal viruses into separate families. Molecular biology of viral replication and viral pathogenesis.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 822 One Health, Wellness, and Ethics II (1) Develop essential non-technical skills needed for veterinary professional competence. Communication, leadership, business management, ethical decision-making skills, and health-related behavior skills. Students learn skills in medical academic achievement, personal and business finance, stress management, career paths in veterinary medicine, communication and leadership needed in effective teamwork, the basics of mental health in the veterinary setting, and thoughts on wide spectrum of current veterinary ethical issues. Student-led discussions follow faculty presentations. Successive courses in this series teach advanced skills. A continuation of VMP 812.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 823 Parasitology (2) Principles of parasitology: protozoology, helminthology, and entomology and relationship to diseases in animals.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 824 Physiology and Microscopic Anatomy II (4) Introduction to physiologic concepts and problems that form the basis for clinical applications and for formal training in pharmacology, medicine, pathology, and surgery. Cellular, neural, cardiovascular, renal, respiratory, digestive, endocrine, and reproductive physiology. Lectures and laboratories for the study of embryology, microscopic anatomy, and radiographic anatomy in common domestic animals and to relate structure with function. A continuation of VMP 814.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 825 General Pathology (2) Principles of pathobiology: causes of disease, disturbances of cell growth and inflammation.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 826 Physical Diagnosis II (0.5) Basic care, feeding, restraint, and handling of domestic animals. Introduction to physical examination and diagnostic techniques used by veterinarians. A continuation of VMP 816.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 827 Normal Radiology II (0.5) Basic principles of radiology, including physics and artifacts, and normal radiographic anatomy in large animals. A continuation of VMP 817.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 828 Pharmacology (2) Principles of pharmacokinetics and pharmacodynamic properties of veterinary drugs; mode of action and pharmacologic effects including important metabolic aspects, chemical and physical properties, side effects (toxicities) and clinical application.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 830 Alimentary System (3) Pathophysiology, special pathology, medicine and surgery of diseases of alimentary systems.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 831 Clinical Pathology (2) Pathophysiology and diagnosis of hematologic and clinical biochemical disorders in domestic animals; interpretation of laboratory test results using illustrative clinical cases.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 832 One Health, Wellness, and Ethics III (0.5) Develop essential non-technical skills needed for veterinary professional competence. Advanced training in communication, leadership, business management, ethical decision-making, and health-related behavior skills. A continuation of VMP 822.
Grading Restriction: Satisfactory/No Credit grading only.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 833 Public Health and Epidemiology (3) Study of distribution and determinants of disease in animal populations. Host-agent relationships, public health aspects of veterinary medicine and role of veterinarians in ecology and food hygiene. Use of knowledge (evidence) gained from management of clinical patients in past to improve future clinical decision-making processes.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 834 Anesthesiology (2) Principles of anesthesiology: pharmacology of anesthetic agents, and introduction to anesthetic techniques in veterinary medicine.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 835 Principles and Practice of Surgery (2) Principles of veterinary surgery: aseptic technique, patient and surgeon preparation, control of surgical hemorrhage and infection, and general operating room procedures. Proper methods of tissue handling, surgical instrumentation, and selection of suture materials and suturing patterns. Pathophysiology of surgical and accidental wounds: wound healing and management.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 836 Toxicology (2) Principles of toxicology, molecular mechanisms, pathologic processes and clinical features of animal diseases caused by common toxic agents.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 837 Endocrine System (2) Pathophysiology, medicine and surgery of diseases of the endocrine system. Mechanisms of endocrine and metabolic diseases: therapy and prevention.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 838 Dentistry (0.5) Dental anatomy, formulas, and development of basic diagnostic and treatment plans, as well as the pathophysiology, clinical description, and basic treatment modalities of common dental disorders of small animals. Course will briefly cover the care and use of instruments and equipment found in a modern dental practice.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 840 Musculoskeletal System (3) Pathophysiology, clinical description and basic treatment modalities of common diseases and conditions of skeletal system of small animals: development of basic diagnostic and treatment skills. Special pathology, medicine and surgery of diseases of muscular and skeletal systems. Advanced principles, radiographic interpretation and surgical procedures.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 841 Respiratory System (3) Pathophysiology, special pathology, medicine and surgery of diseases of the respiratory system. Upper and lower respiratory systems: infectious and noninfectious diseases.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 842 One Health, Wellness, and Ethics IV (0.5) Develop essential non-technical skills needed for veterinary professional competence. Advanced training in communication, leadership, business management, ethical decision-making, and health-related behavior skills. A continuation of VMP 832.

Grading Restriction: Satisfactory/No Credit grading only.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 843 Integumentary System (2) Pathophysiology, special pathology, medicine and surgery of diseases of the integumentary system. Laboratory examination, pathology, diagnosis and treatment.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 844 Special Senses (2) Pathophysiology, special pathology, medicine and surgery of diseases of visual and auditory systems.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 845 Cardiovascular System (2) Pathophysiology, special pathology, medicine and surgery of diseases of cardiovascular system. Anatomic, physiologic and pharmacologic principles which provide basis for treatment.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 846 Business Management (0.5) Veterinary ethics, jurisprudence, basic practice management, and other topics involved in practice of veterinary medicine.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 850 Reproductive System (3) Pathophysiology, special pathology, medicine and surgery of diseases of male and female reproductive systems and mammary glands.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 851 Urinary System (2) Pathophysiology, special pathology, medicine and surgery of diseases of urinary system. Urinary system in health and disease.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 852 Nervous System (3) Pathophysiology, special pathology, medicine and surgery of diseases of the nervous system: clinical neurology and neuropathology.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 853 Oncology (2) Fundamental aspects of cell biology and pathology relative to etiology and natural behavior of various neoplasms of animals; general approaches to diagnosis, treatment and prevention of neoplasia.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 854 Multispecies Medicine (2) Anatomy, pathophysiology, medicine, and surgery of avian species, laboratory and zoo animals and reptiles. Species and diseases seen by practicing veterinarian. Current topics on foreign animal diseases.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 855 Radiology (3) Advanced and special techniques in radiology with interpretation and use of radiologic and related techniques in diagnosis and treatment of animal diseases.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 856 Veterinary Nutrition (2) Principles of nutrition, and nutrition of animals in health and disease. Applied nutrition relating to individual small or large animal patient or to herd situations.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 860 Transition and Accreditation Seminars (2) Discussion of USDA, state, and local animal laws and regulations: preparation of animal movement forms, veterinary ethics, jurisprudence, and other topics involved in practice of veterinary medicine.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 875 Wildlife Medicine: Conservation and Policy (2-3)
Cross-listed: (See Comparative and Experimental Medicine 531.)

VMP 876 One Health (3) Online course addresses the link between human, animal, and environmental health. Each online module focuses on some aspect of "One Health" and may include topics such as emergency preparedness, zoonotic diseases, antibiotic resistance and food safety, responsible pet ownership and the human-animal bond, and the effects of climate on disease prevalence. Methods of intervention and problem solving such as research design, program evaluation, community education, and policy analysis are also incorporated.
Registration Restriction(s): Veterinary Medicine Students only.
Registration Permission: Consent of instructor.

Rationale: For all of the above adds – As part of the college's curriculum revision (see rationale for program changes), these courses are being renumbered with the new subject code VMC. Impact on other units: See rationale for program changes. Financial impact: See rationale for program changes.

VMP 877 Cultural Influences on Animal Health Elective (1) Elective introduces students to cultural differences that may affect the receptiveness of pet owners to the veterinary medical care of their animals. Cultures explored including populations that are underserved (elderly, homeless, disabled, low income) and ethnic (Native American, Appalachian, Latino, and African American). Also explored are animal perspectives of several religions and veterinary care for animals of military families.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 878 Responsible Pet Ownership Elective (1) Elective provides students with a knowledge base and access to resource materials that will allow students to prepare and implement public education programs on various aspects of responsible pet ownership. Course objectives are to prepare students to provide the community with high-quality responsible pet ownership programs and 2) to provide an opportunity for veterinary students to further develop their communication skills. Course will be taught from noon – 12:50 pm on a mutually convenient day.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 879 Practice Management Elective (1) Prepares new veterinarians for business practice. Primary foci: veterinary industry, important decisions about working as an associate veterinarian, major decisions about buying into an existing practice, critical decisions about starting a new practice from scratch, and tools a veterinarian may use to make these decisions.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 880 Equine Internal Medicine Case Discussion Elective (1) Incorporates information from other courses into discussions of equine internal medicine cases. Encourages development of effective problem solving skills through decision making regarding case management.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 881 Equine Dentistry Elective (1) Course is designed to help improve students' knowledge in dental hygiene and disease in horses. Material presented will consist of information that is not otherwise covered in the curriculum or will cover topics in greater depth than in other areas of the curriculum.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 882 Equine Special Topics Elective (1) Elective is a series of lectures highlighting important information for the future equine practitioner. Material presented will consist of information that is not otherwise covered in the curriculum or will cover topics in greater depth than in other areas of the curriculum.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 883 Intro to Large Animal Ultrasound Elective (1) Basic techniques of ultrasound as a diagnostic tool in large animal veterinary medicine. Elective covers abdominal, thoracic, and tendon ultrasound techniques, along with ultrasound of swellings, masses, etc. Students will learn the basics of the ultrasound machine and how to use different types of machines.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 884 Large Animal Clinical Skills Elective (1) Introduction to clinical skills that are common to large animal practice: equine and food animal. Material presented will consist of information that is not otherwise covered in the curriculum or will cover topics in greater depth than in other areas of the curriculum.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 885 Camelid Medicine Elective (1) Elective focuses on aspects of camelid medicine not covered within the core curriculum in order to prepare students for careers in mixed- and large-animal practice. Material presented will consist of information that is not otherwise covered in the curriculum or will cover topics in greater depth than in other areas of the curriculum.

Grading Restriction: Satisfactory/No Credit or letter grade.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 886 Food Animal Production Elective (1) Elective is a series of lectures highlighting important information for the future large animal practitioner. Material presented will consist of information that is not otherwise covered in the curriculum or will cover topics in greater depth than in other areas of the curriculum. Topics may include production medicine, mastitis, internal/external parasite control, toxicology, castration, implants, management of beef cattle and swine, anesthetic protocols for field surgeries in cattle, BVD, food animal pharmacology, foot care, cattle breeding management, bioterrorism/agro terrorism, nutrition in beef cattle, economics, and herd health.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 887 Large Animal Surgery (1) Elective provides practical, hands-on experience with elective and emergency surgical procedures common to private large animal veterinary practice. Covered are numerous surgical procedures of the head and distal limbs, and bovine test surgery. Other topics may include bovine right paralumbar exploratory laparotomy and equine castration.
Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 890 Pain Management Elective (1) Elective explores clinical pain and pain management with emphasis on typical veterinary clinical problems. Fundamentals of nociception and comparative algology will underlie the focus on clinical relief of pain. Nociceptive pain, procedural pain, postoperative pain, maladaptive pain, chronic pain, cancer pain, and related syndromes will be addressed. Case scenarios and practical examples will serve to reinforce the principles of pain management, including preemptive analgesia, balanced analgesia, and recognition of varying patient needs. Includes discussion of typical and atypical uses of the principle classes of analgesics, including NSAIDs, opioids, and local anesthetics, as well as adjunctive medications and non-drug methods for pain relief.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 891 Adv Small Animal Soft Tissue Surgery Elective (1) Elective course presents a variety of soft tissue surgery topics and procedures commonly performed on dogs and cats by private practitioners. Foci are perineal, head, neck, and skin procedures, including urethrostomies, ear canal resections, skin flaps, anal sacculotomies, esophageal feeding tubes, and perineal hernia repair.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 892 Small Animal Emergency and Critical Care Elective (1) Elective covers specific topics related to small animal emergency and critical care. Topics may include triage of the critically ill animal, cardiopulmonary resuscitation, transfusion medicine, acid/base abnormalities, and math for the emergency veterinarian. Case-based discussion is incorporated, as are common ECC procedures, including placing central lines, nasogastric and esophageal feeding tubes, urinary catheters, and thoracostomy tubes.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 893 Small Animal Ultrasound Elective (1) Elective introduces students to basic diagnostic ultrasound imaging and common sonographic findings in a variety of diseases of small animals. Students will acquire a basic knowledge of how diagnostic ultrasound is used in examination of the canine and feline abdomen, thorax, and superficial structures (e.g. neck, musculoskeletal). Students will learn basic operations of a diagnostic ultrasound scanner and will be able to interpret normal and entry-level abnormal ultrasound images of small animal patients.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 894 Small Animal Surgery – Spay/Neuter Elective (1) Major emphasis on hands-on experience in small animal surgery. Students will rotate roles weekly as primary surgeon, assistant surgeon, or anesthetist.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 895 Feline Medicine Elective (1) Elective covers aspects of feline medicine to a greater degree than is presented in the core curriculum. Topics vary but usually include internal medicine (infectious disease, endocrine disorders, respiratory disease, etc), cardiology, ophthalmology, nutrition, dermatology, analgesia and anesthesia, soft tissue and orthopedic surgery, oncology, and diagnostic imaging, as well as special considerations of exotic felids.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): Veterinary Medicine Students only.

Rationale: All electives added above have been offered in the past as special problems courses (VMD 867, 877, 887, or 897). The college's executive committee recently established an elective policy in which electives are designated as primary or secondary based on accreditation requirements, student demand, and curricular fulfillment. These electives were designated as primary, meaning they will continue to be offered every year. Impact on other units: None. Financial impact: None.

ADD AND REQUEST VARIABLE TITLE

VMP 870 Special Studies in Veterinary Medicine (1-8) Specially-designed studies for students in novel special-interest topics and/or for students participating in self-directed learning environments. Topics are unique and not associated with standard core rotations or elective topics within the veterinary or MPH curriculum.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated. Maximum 16 hours.

Registration Restriction(s): Veterinary Medicine Students only. Upon approval of the associate dean.

VMP 871 Special Problems in Comparative Medicine (1-8) Extramural and specially-designed study for students interested in select topics in avian medicine, laboratory animal medicine, zoo animal medicine, epidemiology, public health, pharmacology or toxicology.

Repeatability: May be repeated. Maximum 14 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMP 872 Special Problems in Pathology (1-8) Extramural and specially-designed study for students interested in select topics in morphologic pathology, clinical pathology, clinical microbiology and parasitology.

Grading Restriction: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 14 hours.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 873 Special Problems in Small Animal Clinical Sciences (1-8) Extramural and specially designed study for students interested in select topics in medicine, surgery, anesthesiology, radiology and medical specialties of small (companion) animals.

Grading Restriction: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 14 hours.
Registration Restriction(s): Veterinary Medicine Students only.

VMP 874 Special Problems in Large Animal Clinical Sciences (1-8) Extramural and specially designed study for students interested in select topics in medicine, surgery, herd health, reproduction, radiology and medical specialties of large animals.

Grading Restriction: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 14 hours.
Registration Restriction(s): Veterinary Medicine Students only.

ADD NEW ACADEMIC DISCIPLINE, SUBJECT CODE, AND COURSES

(VMC) VETERINARY MEDICINE – Clinical

ADD

VMC 800 Clinical Rotation in Pathology (2) Clinical training in post-mortem examination and laboratory diagnostics, including clinical pathology, introductory histopathology of biopsy specimens, microbiology, and parasitology.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 801 Diagnostic Skills (2) Clinical training in veterinary laboratory diagnostics, including hematology, clinical chemistry, cytology, microbiology, parasitology, and surgical pathology.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 802 Clinical Rotation in Diagnostic Imaging (2-4) Clinical training in radiographic techniques and interpretation, including ultrasonography.

Repeatability: May be repeated. Maximum 6 hours.
Registration Restriction(s): Veterinary Medicine Students only.

VMC 803 Clinical Rotation in Anesthesiology (2-4) Clinical training in sedation and anesthesia of companion animals, food animals and horses. Direct responsibility for diagnosis, care and treatment of clinical patients.

Repeatability: May be repeated. Maximum 6 hours.
Registration Restriction(s): Veterinary Medicine Students only.

VMC 810 Clinical Rotations in Small Animal Clinical Sciences I (2-4) Clinical training in medicine, surgery and specialty disciplines for companion animals. Direct responsibility for diagnosis, care, and treatment of clinical patients.

Repeatability: May be repeated. Maximum 8 hours.
Registration Restriction(s): Veterinary Medicine Students only.

VMC 811 Clinical Rotations in Small Animal Clinical Sciences II (2-4) Clinical training in medicine, surgery and specialty disciplines for companion animals. Direct responsibility for diagnosis, care, and treatment of clinical patients.

Repeatability: May be repeated. Maximum 6 hours.
Registration Restriction(s): Veterinary Medicine Students only.

VMC 812 Clinical Rotation in Shelter Medicine-Spay/Neuter (2-4) Clinical experience in medical, behavioral and surgical problems in animals confined to animal shelters. Students gain extensive experience spaying and castrating animals. Students will identify methods of prevention, diagnosis, and treatment of diseases of sheltered animals with emphasis on infectious and behavioral disorders.

Repeatability: May be repeated. Maximum 6 hours.
Registration Restriction(s): Veterinary Medicine Students only.

VMC 813 Clinical Rotations in Small Animal Clinical Sciences III (2-4) Clinical training in medicine, surgery and specialty disciplines for companion animals. Direct responsibility for diagnosis, care, and treatment of clinical patients.

Repeatability: May be repeated. Maximum 6 hours.
Registration Restriction(s): Veterinary Medicine Students only.

VMC 814 Small Animal Emergency Medicine (2-4) Clinical training in identification and treatment of emergency medical and surgical conditions in small animals.

Repeatability: May be repeated. Maximum 6 hours.
Registration Restriction(s): Veterinary Medicine Students only.

VMC 820 Clinical Rotations in Large Animal Clinical Sciences I (2-4) Clinical training in medicine, surgery, specialty disciplines and herd health of food animals and horses. Direct responsibility for diagnosis, care and treatment of clinical patients.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 821 Clinical Rotations in Large Animal Clinical Sciences II (2-4) Clinical training in medicine, surgery, specialty disciplines and herd health of food animals and horses. Direct responsibility for diagnosis, care and treatment of clinical patients.

Repeatability: May be repeated. Maximum 8 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 823 Equine Surgery (2-4) Clinical training in the diagnosis and treatment of surgical conditions of the horse.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 824 Large Animal Emergency Medicine & Critical Care (2-4) Clinical training in the diagnosis and treatment of emergency medical and surgical conditions affecting large animals.

Repeatability: May be repeated. Maximum 4 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 825 Clinical Rotation in Farm Animal Field Services (2-4) Clinical training in medicine, surgery, specialty disciplines and herd health of food animals. Direct responsibility for diagnosis, care and treatment of clinical patients.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 826 Clinical Rotation in Equine Field Services (2-4) Clinical training in medicine, surgery, specialty disciplines and herd health of horses. Direct responsibility for diagnosis, care and treatment of clinical patients.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 830 Veterinary Dermatology (2-4) Clinical training in diagnosis and treatment of skin diseases of small and large animals.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 831 Veterinary Ophthalmology (2-4) Clinical training in diagnosis and treatment of ocular diseases of small and large animals.

Repeatability: May be repeated. Maximum 4 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 832 Veterinary Neurology (2-4) Clinical training in the diagnosis and treatment of medical and surgical diseases of the nervous system in small animals.

Repeatability: May be repeated. Maximum 4 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 840 Small Animal Orthopedic Surgery (1-4) Clinical training in the diagnosis and treatment of small animal musculoskeletal conditions.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 841 Small Animal Physical Rehabilitation (1-4) Clinical training in the diagnosis and treatment of small animal musculoskeletal conditions, and physical rehabilitation.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 842 Veterinary Cardiology (2-4) Clinical training in the diagnosis and treatment of cardiovascular diseases of small and large animals.

Repeatability: May be repeated. Maximum 4 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 843 Veterinary Oncology (2-4) Clinical training in the diagnosis, treatment, and prevention of cancer in companion animals.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 844 Avian and Zoological Medicine and Surgery (2-4) Clinical training in the diagnosis and treatment of diseases of avian and exotic animals and native wildlife.

Repeatability: May be repeated. Maximum 4 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 850 Advanced Pathology (2-4) Advanced anatomic pathology training including gross postmortem examination and histopathology of biopsy specimens.

Repeatability: May be repeated. Maximum 3 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 852 Clinical Rotation in Laboratory Animal Medicine (2-4) Clinical training in laboratory animal medicine.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 853 Advanced Veterinary Anesthesiology (2-4) Clinical training and additional medical responsibilities with complex anesthesia patients.

Repeatability: May be repeated. Maximum 8 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 860 Advanced Veterinary Dermatology (2-4) Advanced clinical training in diagnosis and treatment of skin diseases of small and large animals.

Repeatability: May be repeated. Maximum 4 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 861 Advanced Small Animal Medicine (2-4) Clinical training in diagnosis and treatment of disease and medical problems of small animals.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 862 Shelter Medicine (2-4) Clinical training in shelter medicine and surgery, which includes the epidemiology, diagnosis, and treatment of diseases in populations of small animals, primarily dogs and cats.

Repeatability: May be repeated. Maximum 4 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 863 Small Animal Nutrition and Animal Behavior (2-4) Clinical training in small animal veterinary nutrition and behavior. Students will divide their time between the clinical nutrition and behavior services in the Veterinary Medical Center.

Repeatability: May be repeated. Maximum 4 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 864 Zoological Medicine (2-4) Clinical training in husbandry, preventive medicine, and medical treatment of zoological species.

Repeatability: May be repeated. Maximum 4 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 865 Small Animal Dentistry (2-4) Clinical training in small animal dentistry, including dental prophylaxis, and advanced surgical and dental therapeutics in small animal and zoological species.

Repeatability: May be repeated. Maximum 4 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 870 Beef Cow-Calf Summer Institute Elective (2) An intensive two-week field experience in production management of beef cow-calf operation, in partnership with Virginia Tech. Content focuses on the beef cattle industry, beef production, herd health reproductive performance, genetics, financial management and critical thinking skills.

Repeatability: May be repeated with consent of the instructor. Maximum 4 hours.

Registration Restriction(s): Veterinary Medicine Students only. Registration is with approval of the associate dean and BCCI faculty.

VMC 871 Clinical Rotation in Swine Medicine Production (2-8) Clinical training program in swine production medicine at the Swine Medical Education Center at Iowa State. Students will train in an on-farm setting in swine production, management, consultation, pharmacology, and PRRSV diagnosis and management.

Repeatability: May be repeated. Maximum 8 hours.

Registration Restriction(s): Veterinary Medicine Students only. Upon approval of the associate dean and SMEC faculty.

VMC 872 Clinical Rotation in Bovine Production Medicine (2) Teaches techniques and procedures used by veterinarians in modern dairy and beef cattle production practice. Class includes travel and overnight stay at various production facilities. Training includes data analysis and use of common reproductive and productivity software. Students will participate in developing productivity plans, disease surveillance, and herd health maintenance programs.

Repeatability: May be repeated with consent of the instructor. Maximum 8 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 873 Clinical Rotation in Theriogenology (2-4) Clinical training in veterinary theriogenology.

Repeatability: May be repeated. Maximum 6 hours.

VMC 874 Clinical Rotation in Equine Performance Medicine and Rehabilitation (2-4) Clinical training in Equine Performance Medicine and Rehabilitation (EPR), including lameness diagnosis, advanced orthopedic surgery, podiatry and rehabilitation of the equine.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 890 Externship I (2-8) Educational experiences in private practice, research facility, zoological preserve, aquarium, or other veterinary-related facility outside the Veterinary Medical Center; to provide experiences not frequently available in large referral veterinary teaching hospitals.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 891 Externship II (2-16) Educational experiences in private practice, research facility, zoological preserve, aquarium, or other veterinary-related facility outside the Veterinary Medical Center; to provide experiences not frequently available in large referral veterinary teaching hospitals.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

Rationale: For all of the above adds – As part of the college's curriculum revision (see rationale for program changes), these courses are being renumbered with the new subject code VMC. Impact on other units: See rationale for program changes. Financial impact: See rationale for program changes.

ADD AND REQUEST VARIABLE TITLE

VMC 880 Elective Clinical Rotation I (1-4) Special rotations in applied clinical education in Small Animal Clinical Sciences, Large Animal Clinical Sciences, Comparative Medicine and Pathology. Novel experience not associated with required clinical rotations may be arranged.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

VMC 881 Elective Clinical Rotation II (1-4) Special rotations in applied clinical education in Small Animal Clinical Sciences, Large Animal Clinical Sciences, Comparative Medicine and Pathology. Novel experience not associated with required clinical rotations may be arranged.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Veterinary Medicine Students only.

Equivalency Table

Current Courses	Equivalent courses Summer 2018	
Veterinary Medicine (VMD)	Veterinary Medicine Pre-Clinical (VMP)	Veterinary Medicine – Clinical (VMC)
800		
801	VMP 801	
802	VMP 802	
803		VMC 850
804	VMP 803	
805	VMP 804	
806		
807		VMC 853
809		VMC 861
810		VMC 860
811	VMP 811	
812	VMP 812	
813	VMP 813	
814	VMP 812	
815	VMP 821	
816	VMP 822	
817	VMP 822	
818		VMC 862
820	VMP 875	
821	VMP 810	
822	VMP 820	
823	VMP 814	

824	VMP 824	
825	VMP 814	
826	VMP 814	
827		VMC 870
828		VMC 863
829	VMP 870	
830		VMC 871
831	VMP 816	
832	VMP 832	
833	VMP 833	
834		VMC 812
835	VMP 835	
836	VMP 836	
837	VMP 833	
838		VMC 800
839	VMP 832	
840	VMP 843	
841	VMP 850	
842	VMP 830	
843	VMP 840	
844	VMP 840	
845	VMP 856	
846	VMP 854	
847		VMC 802
848		VMC 872
849	VMP 876	
850		VMC 844
851	VMP 852	
852	VMP 845	
853	VMP 837	
854	VMP 841	
855	VMP 817, 827, & 855	
856	VMP 844	
857	VMP 852	
858	VMP 842	
859		VMC 842
860		VMC 830
861	VMP 828	
862		
863		VMC 843
864		
865		
866		VMC 831
867	VMP 871	
868	VMP 815	
869		VMC 832
870		VMC 803
871	VMP 825	
872		VMC 840 & 841
873	VMP 823	
874	VMP 853	
876		
877	VMP 872	
878		VMC 880
879		VMC 881
880		VMC 814
881		VMC 810
882		VMC 811
883		VMC 813
884		VMC 864
885		VMC 852

886		VMC 873
887	VMP 873	
888	VMP 831	
889		VMC 874
890	VMP 860	
891		VMC 820
892		VMC 821
893		VMC 825
894		VMC 823
895		VMC 824
896		VMC 826
897	VMP 874	
898		VMC 890
899		VMC 891

II. PROGRAM CHANGES

ADD HEADING, TEXT, AND REQUIREMENTS FOR DVM STUDENTS FOR CLASS OF 2022

In the 2018-2019 Graduate Catalog, after the current text for the DVM; add text and requirements for the Class of 2022 as shown below:

Requirements Beginning with Class of 2022

The curriculum of the College of Veterinary Medicine is a nine-semester, four-year program. Each class begins in August and graduates four years later in May. The first five semesters generally follow the traditional fall and spring sessions with the summer break following years one and two. The final four semesters of the professional curriculum begin immediately following semester five and are continuous clinical rotation experiences extending over 68 weeks.

Development of a strong basic science foundation is emphasized in the first two semesters. Courses consist mostly of pre-clinical subjects of anatomy (gross and microscopic), physiology, immunology, bacteriology, virology, and parasitology. Also included in the first year are clinical subjects of physical diagnosis and normal radiology. Considerable integration of subject matter is incorporated during this year.

The third through fifth semesters include the study of diseases, their causes, diagnosis, treatment and prevention, and courses are team-taught on an organ system basis.

The final four semesters are devoted to intensive education in solving animal disease problems involving extensive clinical experience in the Veterinary Medical Center. Each student will participate in clinical rotations in the Veterinary Medical Center and in required externships (preferably off-campus), with options to participate in research and alternative career studies.

Innovative features of this curriculum include 3 weeks of student-centered, small group, applied learning exercises in semesters one through four; 3 weeks of dedicated clinical experiences in the Veterinary Medical Center in semesters one through four; and elective course opportunities in semesters two through nine which allow students to focus on individual educational/career goals. Students enrolled in the DVM program may register for up to 10 hours of graduate courses, and these hours will be credited toward the DVM. Elective study offers a unique educational alternative for students in the College of Veterinary Medicine and is intended to enhance professional growth, concentration in an area of interest, and career opportunities.

In addition to education in the science and art of veterinary medicine, students receive instruction in paramedical subjects such as animal behavior, medical communication, professional ethics, jurisprudence, economics, wellness, and practice management.

Students in the second semester of the 3rd year are required to pass a comprehensive examination prior to transitioning to clinical training. The curriculum requires demonstrated competency of a minimum of 200 clinical skills by the conclusion of the 9th semester and successful completion of 153 credit hours, of which 62 will be completed within the final four semesters.

Rationale: During a 2014 curriculum retreat, the faculty evaluated the overall curriculum and identified several key areas for improvement. The faculty identified curriculum bloat that had occurred due to significant expansion in credits, creating substantial stress and an upward creep in course load for students. There has been recognition throughout veterinary profession that veterinary students are prone to stress and endure significant challenges with work-life balance and a decline in overall mental health. An internal study using the Derogatis Stress Profile indicated our students had stress indicator scores that were significantly greater than those of medical students, and a high proportion of students within the college were demonstrating parameters associated with clinical depression. Students have minimal time for preparation and study. Shortly after the curricular retreat, a Curriculum Envisioning Task Force heavily revised the DVM curriculum to lengthen the clinical year (thus shortening the pre-clinical program) and reduce the overall number of credits required to graduate. The reduction from 165 credits to 153 helps align our requirements with those of peer institutions, reduces the didactic course load for students to improve quality of life, and gets students into the clinics earlier, where they will encounter more opportunities for self-training and problem solving generated through greater

clinical time. In the clinical year, students will have greater opportunities to engage in unique educational experiences, self-directed study, research, and alternative career training, as seen in other programs of veterinary medicine. The college faculty voted with a simple majority to adopt the new curriculum (42/78). Plans are to have the new curriculum begin with the Class of 2022 (entering fall 2018) and maintain the previous curriculum (gradually dropping previous course offerings) until the Class of 2021 graduates. Impact on other units: These course changes will eventually affect dual credit offerings for the Master of Public Health veterinary concentration (College of Education, Health, and Human Sciences), as well as a cross-listed course in Comparative and Experimental Medicine (Intercollegiate). Administrators in both these programs have been informed of the changes. Financial impact: Veterinary medical student maintenance and tuition are charged at a flat rate per semester; therefore, maintenance and tuition income will not be affected. Negligible costs exist in paperwork changes. In some cases, dual teaching would occur within the transition period; that has been compensated with reduction in overall credit hours for some courses. In these instances, a reduction in faculty workload would result in cost savings. Overall, financial impact is negligible.

REVISE ACCELERATED DVM-MPH PROGRAM REQUIREMENTS

In the 2018-2019 Graduate Catalog, second paragraph, last sentence, revise elective requirements from 4 to 2 as shown below.

An additional 2 elective credits approved by the advisor must also be completed.

Formerly: An additional 4 elective credits approved by the advisor must also be completed.

Rationale: The accelerated DVM-MPH program director is proposing to increase the number of credits of two required courses by 1 credit hour each. This increase reduces the elective credits required by students to complete the accelerated program. Impact on other units: The course is an option for accelerated MPH-DVM students, and the College of Education, Health & Human Sciences is also submitting changes in approved dual credit. Financial impact: None. The course is taught by existing faculty members.

Graduate Courses Not Taught in Four or More Years TO BE DROPPED FALL 2018

Note: *If courses are cross-listed and the primary course is dropped, the secondary course(s) will also be dropped.*

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES							
Environmental and Soil Sciences (ESS)	511 Soil-Plant Nutrient Cycling in Managed Ecosystems			X	Department is working on contract with instructor Dr. Gulledge to teach the course as part of a 5+1 BS/MS program. Plans are to teach in spring 2019		
Forestry (FORS)	521 Composite Materials from Renewable Resources		X			2016	Dr. Wang plans to teach the course in 2017.
Plant Sciences (PLSC)	505 Professional Development and Presentation Skills		X				
COLLEGE OF ARCHITECTURE AND DESIGN							
Architecture (ARCH)	505 History and Theory of Architectural Stewardship			X	This course is part of a concentration in the Master of Architecture Program. At this time we have low enrollment but expect it to pick up in the next few years. We expect to teach this course before Fall 2018.	2016	We plan to teach this course in the next academic year.
Architecture (ARCH)	513 Non-Western and Indigenous Architecture			X	Revising course. A proposal will be submitted in our December curriculum and will then be a required course for Master of Architecture students.		
Architecture (ARCH)	537 Architectural Photography		X				
Architecture (ARCH)	563 Architectural Development		X				

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
COLLEGE OF ARTS AND SCIENCES							
Anthropology (ANTH)	585 Laboratory Studies in Biological Anthropology			X	New Faculty will teach this course. Would like to keep for now.		
Biochemistry and Cellular & Molecular Biology (BCMB)	513 Advanced Protein Biochemistry and Cell Biology II		X			2016 2015	Staffing issues have prevented teaching. Would like to keep active for now. Department is evaluating and reviewing their graduate course offerings this year and will make a decision about this course next year.
(BCMB)	522 Advanced Plant Physiology I			X	Department is still hoping to find someone to teach this course.	2016	Staffing issues have prevented teaching. Would like to keep active for now.
Classics (CLAS)	573 Latin Paleography and Book Culture in the Middle Ages II			X	Will be offered in Spring 2018.	2016	The department is hoping to offer this course in 2017-18.
Ecology and Evolutionary Biology (EEB)	682 Advanced Mathematical Ecology II	Secondary course. Primary course is: MATH 682	X		With no response given by department, Committee voted to DROP the course. Department has opportunity to attend Graduate Council and give justification for retaining course and indicate specific semester course will be taught. No one from department attended Graduate Council to appeal the course from being dropped. No response was received from the department (even after an email reminder was sent). Was offered in Spring 2017 but no one enrolled in the EEB course.	2016 2015	This course is in the timetable for Sp 2017 With upcoming hires in math and EEB this should run in the next two years. The primary runs every other year or so.
French (FREN)	519 Bibliography and Methods of Research			X	Required for a first concentration in French as part of the MFL Ph.D.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
French (FREN)	550 French Literature and Culture II			X	<p>After discussion, Committee voted to DROP the course as no specific semester was indicated when course would be taught.</p> <p>Department has opportunity to attend Graduate Council, give justification for retaining course and indicate specific semester course will be taught</p> <p>Faculty member attended Graduate Council and appealed to retain FREN 550. Waiting for faculty member to receive tenure. Plans are to teach the course fall 2019.</p> <p>Our Medievalist comes up for tenure next year.</p>	<p>2016</p> <p>2015</p>	<p>See last year's rationale. It may take some time but the plan is still the same.</p> <p>Our junior medievalist will teach this course upon receiving tenure (2-3 years from now)</p>
Geology GEOL	535 Applied Ground Water Hydrology	<p>Secondary course.</p> <p>Primary course is: Environmental Engr (ENVE) 535</p>		X	We would like to retain GEOL 535, which Larry McKay will teach in Spring 2019. It has not been offered for a while because Dr. McKay has been Dept. Head. He has now stepped down and will be offering it more frequently.		
Geology GEOL	586 Field and Laboratory Methods in Hydrogeology			X			
Mathematics (MATH)	514 Mathematical Principles of Fluid Mechanics II			X		<p>2016</p> <p>2015</p> <p>2014</p>	<p>The department is in discussion about merging Math 513-514 with Math 537-538. We ask to keep for now so a thorough decision can be made by the end of the 2016-2017 AY. One faculty member has expressed interest in teaching 514 in Sp 17.</p> <p>2015: Part of sequence that alternates with 515-516 which is being offered this year; should be offered in the next 2 years.</p> <p>2014: Core course for the applied math program and forms a sequence with Math 513, which was taught in 2013. Deleting 514 would destroy the sequence. Course is scheduled to be offered Fall 2015. A faculty member who taught 513 in 2013 has expressed a strong interest in teaching this course.</p>

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Mathematics (MATH)	538 Mathematical Principles of Continuum Mechanics II			X	Math 537-538 is a sequence. The department decided to combine Math 513-514 and Math 537-538 into a new Math 537-538 sequence starting next year. The new sequence is scheduled for offering in the 2018-2019 academic year.	2016	This course is a continuation of 537 (which is being taught this semester) and is scheduled to run in Spring 2017.
Mathematics (MATH)	568 Riemannian Geometry II			X	Math 567-568 is a sequence. Math 567 was taught in fall 2015. The department is changing to offering Math 567-568 in spring-fall starting with Math 567 in Spring 2018 and Math 568 in Fall 2018.		
Music Education (MUED)	550 Curriculum Development and Evaluation in Music Education		X				
Political Science (POLS)	536 Campaigns, Elections, and Voting Behavior			X	Course has not been taught due to staffing issues. The dept hired a new faculty member who will teach 535 and 536. 535 was taught in Fall 2017 and 536 will be taught in Fall 2018.	2016	Course has not been taught due to staffing issues. The department hired a new faculty member who will teach 535 and 536.
Political Science (POLS)	572 The Politics of Development			X	Class is scheduled to be taught in Spring 2018 or Fall 2018.		
Psychology (PSYC)	513 Foundations of Psychology: Biological Factors, Perception, Learning, Thinking, Motivation		X				
Psychology (PSYC)	623 Seminar in Methods of Naturalistic Research		X				

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Sociology (SOCI)	510 Professional Preparation			X	This class on preparing the NSF DDRI application has been taught, but students register for the course under SOCI 593 Independent Study. Beginning AY 18-19 we will correctly list this as SOCI 510. In sum, we've been teaching it, but under the wrong number.		
Sociology (SOCI)	543 Sociology of Development and Globalization			X	This is a core course in Political Economy & Globalization. Recent development leaves – including Fullbright awards – have meant that the faculty members who teach this course have been unavailable. We hope to offer this in AY 18-19.	2016	This is a core course in the Political Economy and Globalization subfield of our graduate studies program. Staffing issues have prevented offering. The department hopes to teach it next year.
Sociology (SOCI)	644 Political Sociology			X	This is a core course in Political Economy & Globalization typically taught by Dr. Shefner, who has a reduced course load as Head. Leaves by political economy faculty have made it impossible to staff this important class. We hope to offer this in AY 18-19.		
HASLAM COLLEGE OF BUSINESS							
Economics (ECON)	690 Workshop			X	Generic special topics course. Department plans to use soon.		
COLLEGE OF COMMUNICATION AND INFORMATION							
Information Sciences (INSC)	523 Abstracting and Indexing			X	The School has spent considerable time reviewing courses in the last academic year. This course is being considered to drop, but the faculty did not vote on this and would like to keep until faculty vote on this.	2016	Currently, CCI is reviewing its graduate curriculum and wishes to retain this course during this process. This course is likely to be taught in the future.
Information Sciences (INSC)	532 Sources and Services for Science and Engineering			X	Was offered this fall 2017 but it did not meet the enrollment minimum; the plan is to offer again next fall.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Journalism and Electronic Media (JREM)	525 Public Opinion	Primary course. Secondary course PBRL 525		X	Plans are in place to offer this course in Fall of 2018		
Journalism and Electronic Media (JREM)	555 Seminar in the Technology and Economics of Media and Information Systems			X	The school now has a faculty member who can take the lead in teaching this course.		
Public Relations (PBRL)	525 Public Opinion	Secondary course Primary course is: JREM 525		X	Plans are in place to offer this course in Fall of 2018		
Public Relations (PBRL)	530 Crisis Communication			X	The school and college is re-creating parts of the masters' program, including moving some courses to e-learning. This will allow the faculty resources to hopefully start teaching this course again, potentially online as well.	2016	Currently, CCI is reviewing its graduate curriculum and wishes to retain this course during this process. This course is likely to be taught in the future.
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES							
Cultural Studies in Education (CSE)	548 Transforming Critical Thinking: Constructive Thinking and Educational Implications		X		.		
Cultural Studies in Education (CSE)	660 Ethnographic Research Methods in Education			X	The Cultural Studies programs and courses moved into TPTE effective fall, 2018 (from another department in CEHHS). We request to retain these courses as we work to integrate CSE courses into TPTE's programs and to build a larger CSE student enrollment.		
Educational Administration (EDAM)	560 Grant Writing and Project Management			X	Course will be offered next summer.	2016	

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Educational Administration (EDAM)	562 Accountability & Evaluation of School Personnel, Programs, and School Climate		X				
Educational Psychology (EDPY)	514 Individual Study in Adult Education			X	A response was not received from the department on whether or not the course should be dropped.		
Higher Education Administration (HEAM)	505 Leadership and Organizational Theory in Higher Education			X	We are in the process of revising our doctoral program and will be using the course in the future.	2016	
Higher Education Administration (HEAM)	650 Fiscal Policy Issues in Higher Education			X	We are in the process of revising our doctoral program and will be using the course in the future.	2016	
Kinesiology (KNS)	633 Advanced Sport Psychology			X	The Sport Psychology & Motor Behavior faculty plan to teach 633 in the future. It is a repeatable seminar that provides needed flexibility for delivering content related to current research and application. This is a possible summer course offering for one of the faculty members. With the hiring of a new faculty member in Sport Psychology (Dr. Jed Blanton) the department would like to preserve the option of delivering this course.	2016	The Sport Psychology & Motor Behavior faculty plan to teach 633 in the future. It is a repeatable seminar that provides needed flexibility for delivering content related to current research and application. With the reduced availability of Dr. Joe Whitney (former instructor) and the move of Dr. Jeff Fairbrother to the college, faculty are re-evaluating course offerings and would like another year to determine if 633 still serves a need.
Recreation and Sport Management (RSM)	555 Facility Planning and Development			X	We decided not to offer the course in Fall 2017. But the course will definitely be offered in Fall 2018. Course is designed specifically for graduate students that may be entering fields where they may have responsibilities for planning, designing and maintaining recreation and sport areas and facilities.	2016	Course will be offered Fall 2017. This course is designed specifically for graduate level students that may be entering fields where they may have responsibilities for planning, designing and maintaining recreation and sport areas and facilities.

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Science Education (SCED)	510 Theoretical Foundations of Environmental Education			X	This course is part of our informal science education and STEM gifted education programs. These programs just started and we will be able to offer these courses after we have a new faculty hire next year (search underway).		
Theory and Practice in Teacher Education (TPTE)	588 Instructional Theory and Design			X	This course is part of our informal science education and STEM gifted education programs. These programs just started and we will be able to offer these courses after we have a new faculty hire next year (search underway).		
College of Engineering							
Aerospace Engineering (AE)	531 Magnetohydro-dynamics		X				
Aerospace Engineering (AE)	535 Mechanical Vibrations	Secondary course. Primary course is: ME 534		X	The primary course, ME 534, has been offered within the last four years. We would like to continue to cross-list the AE version for AE graduate students.		
Aerospace Engineering (AE)	562 Fundamentals of Aeroacoustics		X				
Aerospace Engineering (AE)	577 Neural and Fuzzy Approaches in Engineering	Secondary course. Primary course is: NE 577		X	NE 577 is planned to be offered in Summer 2019. We would like to continue to cross-list the AE version for AE graduate students.	2016	We would like to continue to cross-list the AE version for AE graduate students
Aerospace Engineering (AE)	659 Advanced Mechanics of Materials II	Secondary course Primary course is: ME 659		X	The ME version of the course is taught regularly and we would like to continue to cross-list the AE version for AE PhD students.	2016	The ME version of the course is taught regularly and we would like to continue to cross-list the AE version for AE PhD students.
Biomedical Engineering (BME)	520 Systems Biology and Complex System Theory		X			2016	We are determining when to teach this course.

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Biomedical Engineering (BME)	538 Biomedical Instrumentation and Biosensing Techniques		X		<p>After discussion, Committee voted to DROP (with 1 abstention) the course as no specific semester was indicated when course would be taught</p> <p>Department has opportunity to attend Graduate Council and give justification for retaining course and indicate specific semester course will be taught</p> <p>Was notified that department approves of dropping BME 538.</p> <p>We are currently consolidating concentrations. Sensing and instrumentation are central to these concentrations.</p>	2016 2015	<p>We plan to offer this course soon. The date is being determined.</p> <p>BME is determining when to teach this course.</p>
Biomedical Engineering (BME)	577 Neural and Fuzzy Approaches in Engineering	<p>Secondary course</p> <p>Primary course is: NE 577</p>		X	<p>NE 577 is planned to be offered in Summer 2019. We would like to continue to cross-list the BME version for BME graduate students.</p>	2016 2015	<p>We would like to continue to cross-list the BME version for BME graduate students.</p> <p>Retain as secondary course.</p>
Biomedical Engineering (BME)	631 Advanced Biomechanics II	<p>Primary course</p> <p>Secondary course is: ME 631</p>		X	<p>This course is regularly taught but was inadvertently offered as a special topics course in the past two years. We would like to continue to teach it and keep it in the catalog.</p>		
Biomedical Engineering (BME)	674 Multidimensional Medical Image Analysis			X	<p>We are currently consolidating concentrations and one of the BME concentrations will be theranostics, including medical imaging. BME 674 is the only 600-level course in that concentration.</p>	2016	<p>We are currently consolidating concentrations and one of the BME concentrations will be theranostics, including medical imaging. BME 674 is the only 600-level course in that concentration.</p>
Chemical and Biomolecular Engineering (CBE)	576 Applied Microbiology and Bioengineering	<p>Primary course.</p> <p>Secondary courses are: Biosystems Engr 576; Environmental Engr 576; Microbiology 576</p>		X	<p>Secondary courses had students enrolled in 2016. Many engineering students enroll in MICR 576 to avoid paying differential tuition.</p>	2016	<p>The secondary courses have had students enrolled every year.</p>
Civil Engineering (CE)	671 Behavior of Bridges and Buildings			X	<p>Scheduled to be offered Spring 2018.</p>		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Civil Engineering (CE)	680 Information Technology for Building and Infrastructure Systems			X	Construction faculty lines were just filled in Fall of 2017. We now have sufficient faculty to offer the course in the near future.		
Computer Science (COSC)	567 Graphical User Interfaces		X				
Computer Science (COSC)	574 Finite Element Methods	Secondary course Primary course is: MATH 574	X				
Electrical and Computer Engineering (ECE)	657 Advanced Computer Architecture and Design		X			2016	Will be taught again with new faculty joining in this area.
Electrical and Computer Engineering (ECE)	672 Image Processing and Robotics II			X	This course will be taught Spring 2018.		
Environmental Engineering (ENVE)	650 Environmental Engineering Laboratory			X	We could not teach the course in Spring of 2017 because the lab is used for an undergraduate course during the Spring and we realized offering both in the same space was logistically difficult. We had planned to offer the course Fall 2017, but the instructor was not available. We do plan to offer Fall 2018.	2016 2015	The course will be offered in the Spring 17 semester. We plan to offer this course fall 2016.
Mechanical Engineering (ME)	631 Advanced Biomechanics II	Secondary course Primary course is: BME 631		X	This course is regularly taught but was inadvertently offered as a special topics course in the past two years. We would like to continue to teach it and keep it in the catalog.	2016	The BME version of the course is taught regularly and we would like to continue to cross-list the ME version for ME PhD students.
Mechanical Engineering (ME)	661 Advanced Vibrations			X	Recently hired faculty would like to keep this course in the catalog and offer it in the next two years.	2016	Recently hired faculty would like to keep this course in the catalog and offer it in the next two years.
Materials Science and Engineering (MSE)	539 Polymer Engineering I	Primary course. Secondary course is CBE 539	X				

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Materials Science and Engineering (MSE)	611 Fundamentals of Thermodynamics, Phase Transformations and Material Simulations at Small Length Scales			X	This course was developed by Dr. Jamie Morris, who holds an ORNL-based joint faculty position. Dr. Morris has temporarily reduced his UT-portion of his joint faculty appointment to fulfill administrative duties at ORNL. We would like to keep this course in the catalog until Dr. Morris indicates that his long-term plans do not include teaching MSE 611 in our department. Additionally, Governor Chair Dr. Suresh Babu, joint faculty member in MSE/MABE, has asked to retain MSE 611, as it is important to research interests in his group. Dr. Babu has indicated that he may be willing to teach this class in the future, if Dr. Morris is unavailable.		
Nuclear Engineering (NE)	577 Neural and Fuzzy Approaches in Engineering	Primary course. Secondary courses are: AE 577 and BME 577;		X	We plan to offer this course in Summer 2019.	2016	We were giving up this class for EECS to teach a similar version, however, Dr. Lynne Parker has left for an NSF tour. Plans are being developed to teach it soon and meet student demand.
College of Law							
Law (LAW)	846 Disability Law			X	Once our current associate dean returns to the faculty full time, he or another faculty member will teach this course.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2018		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Law (LAW)	941 Land Acquisition and Development Seminar			X	The individual who has historically taught this course has returned to the faculty <u>and is going to teach it in Spring 2019.</u>	2016	Same explanation as 2015. This individual has now returned full-time to the faculty and plans to teach the course in 2017-18.
						2015	2015: This course is taught by an associate dean whose administrative duties have kept him from teaching the course recently but who plans to resume teaching it in the near future.
						2014	2014: This course is taught by an associate dean whose administrative duties have kept him from teaching the course recently but who plans to resume teaching it in the near future.
Law (LAW)	958 Women and the Law		X			2016	Same explanation as last year.
						2015	2015: The College of Law hopes to hire an individual in the near future who will teach this course.
Nursing							
Nursing (NURS)	530 Adult Health Nursing I		X				
Veterinary Medicine							
Veterinary Medicine (VMD)	827 Beef Cow Calf Summer Institute Elective			X	This course has been erroneously offered under another course number due to the automatic timetable rollover labeling the course as VMD 849 (example: summer 2017, CRN 84413). We will correct this in the timetable in future semesters.		

Number of courses on Report = 73
 Number of courses to DROP = 21
 Number of courses to RETAIN = 51
 Number of courses no decision = 1

With revisions from meeting: number of courses on report = 73
 Number of courses to DROP = ~~24~~ 23 (per appeal to retain)
 Number of courses to RETAIN = ~~49~~ 50

With Friendly Amendment at Graduate Council Meeting on November 30, FREN 550 that was marked to drop will now be retained per appeal from department. This will revise the number of dropped and retained courses as shown above.

NOTE: 400-level undergraduate courses (approved for graduate credit) listed on the Undergraduate Courses Not Taught in 4 or More Years List to be dropped will also be dropped from the Graduate Catalog.